

THE INAUGURATION OF  
DAVID W. LEEBRON

*The Beginning of His Presidency  
of Rice University*









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# TABLE OF CONTENTS

FOREWORD . . . . .	7
PART I: THE INAUGURATION . . . . .	9
David W. Leebron: A Biographical Sketch . . . . .	11
The Official Summons . . . . .	14
The Inaugural Proceedings . . . . .	15
The Investiture . . . . .	18
Community Celebration . . . . .	32
Delegates of Institutions of Higher Learning . . . . .	39
Delegates of Learned and Professional Societies . . . . .	44
Letters and Certificates of Congratulations . . . . .	45
Inaugural Committee and University Marshals . . . . .	48
PART II: HISTORICAL BACKGROUND . . . . .	49
A Brief History of Rice University . . . . .	51
The Presidents of Rice University . . . . .	52
Rice University Board of Trustees . . . . .	54
The Presidential Search Process . . . . .	55
The Presidential Search Committee . . . . .	56
The “White Paper”: The Context of Rice University . . . . .	57
PART III: TRANSITION—LOOKING TO THE FUTURE . . . . .	67
A Process for Change . . . . .	69
The Call to Conversation . . . . .	70
A Vision for Rice University’s Second Century . . . . .	81
Endorsement by the Board of Trustees . . . . .	84

*Photographs follow page 38.*



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## FOREWORD

The inauguration of a new president is a signal event in the life of any university, for such occasions allow an opportunity not only to celebrate past accomplishments but also to suggest new goals and fresh agendas for the future. Inaugurations at Rice University have always been especially memorable events because the entire history of the institution represents the living out, the gradual fulfillment, of a remarkable vision of the university's purpose articulated by its first president, Edgar Odell Lovett, at its formal opening in 1912. Lovett's address, appropriately titled "The Meaning of the New Institution," has been to Rice's history somewhat as the Constitution has been to the United States, though Lovett's words—rather than limiting—have served constantly to enlarge the university's ambition. Each of the successors to Lovett has found inspiration in his address, but in October 2004 his words seemed particularly prescient because university leaders recognized that in less than a decade the institution would be celebrating the centennial of its opening.

Inaugurations bring together the total Rice community as do almost no other event: present are board members; faculty, staff and administrators; students; alumni; and members of the general public. The entire ritual—the color of the academic gowns and the banners of the residential colleges and graduate student association that enliven the academic procession at the beginning and the recession at the end, the festive music, the greetings given by representatives of the diverse constituencies of the university, the formal presentation and investiture of the new president by the chair of the Board of Trustees, the address by the new president, with the whole program bracketed by an invocation and a benediction by members of religious communities—seems timeless, both grounded in centuries of tradition and dedicated to new academic purpose in the coming years.

There is always magic in new beginnings. Presidential inaugurations infuse the university community with a powerful sense of renewed ambition, bold dreams, and strengthened commitments. Ceremonies are essential to the life of any institution, in part because they recall first principles and impart new zeal, and for that reason Rice University celebrated the inauguration of David W. Leebron as its seventh president on October 2, 2004, in a spirit of hope and confidence. The university is on the eve of a new century of service and accomplishment. To help determine the shape of new developments at Rice, President Leebron on June 30, 2005, initiated a formal process of dialogue called "Call to Conversation," with a document by that title helping to focus the comments of all participants. This period of extensive discussion elicited many questions and suggestions that helped President Leebron refine his ideas. In December 2005 he announced his "Vision for Rice University's Second Century."

No university stands still, and the ideas reflected in this volume document an important era in the history of Rice. Sixty years ago, upon his retirement and with a new president at the helm, Edgar Odell Lovett looked forward to the "state of transition." He confidently saw change as an opportunity to improve the university, moving it "from good to better." That optimism about the future that Lovett represented is still the dominant characteristic of Rice University as it approaches the centennial of its opening in 2012. President Leebron's vision, emerging as it does from the university's goal and tradition of excellence, will help shape the next phase of Rice's history.





## PART I

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*The Inauguration*  
*October 1 & 2, 2004*



## DAVID W. LEEBRON: A BIOGRAPHICAL SKETCH

David W. Leebron's academic career in legal education before coming to Rice University seemed to the search committee perfectly to prepare him for leadership of the university even though it has no law school. The personal qualities he possessed—"an academic scholar of the highest order," as one of his colleagues put it; a person of "unquestioned trustworthiness, integrity, and honesty," said another; and described further as one who consults widely, listens carefully, and then acts determinedly—clearly met the expectations of the search committee. His goals and accomplishments after eight years as dean of the Columbia University School of Law suggested the kinds of things he might be expected to do at Rice. The search committee (and the law school dean) were very aware that a great university was far larger and more complex than a single professional school, but the nature of the changes put underway at Columbia's Law School by Leebron strongly recommended him to the Rice committee.

When David W. Leebron accepted Columbia president George Rupp's invitation to become the dean of Columbia Law School (and the Lucy G. Moses Professor of Law) in 1996, after having taught there since 1989, the school had embarked on a fundraising campaign of \$125 million and had raised \$90 million. Leebron showed extraordinary skill at fundraising, and in two and a half years more than met the goal, in fact, exceeded it by more than 10 percent. These funds were skillfully employed to reposition the Columbia Law School in the upper echelons of legal education in this country. Under Leebron's direction, the faculty was expanded by more than a quarter, giving it perhaps the best junior faculty in law education anywhere. Moreover, recognizing that law graduates were playing an increasingly vital role in the world of business and government as well as law, Leebron broadened the school's curriculum by appointing historians, economists, philosophers, and political scientists to its faculty. At the same time he increased the diversity of the faculty and students. He made a special effort to attract students from across the nation and drew a larger number of international students than any other highly ranked law school. While doing all this and moving the Columbia Law School higher in the rankings of such schools, he increased financial support for students and doubled both annual giving and the school's endowment. He improved and enlarged the school's facilities, doubled the size of the applicant pool, dramatically raised the already renowned academic quality and prestige of the school, and earned the respect and affection of his faculty.

The more the members of the search committee learned about Leebron, the more they liked him, and the culmination of their extensive search was a unanimous recommendation of his name to the Rice Board of Trustees. The trustees too were quickly convinced that David W. Leebron was the right person to lead Rice University at this stage of its history. On December 17, 2003, their choice was announced, and Leebron and his wife, Y. Ping Sun, were introduced to the assembled Rice faculty and staff at a meeting in McMurtry Auditorium in Duncan Hall. As President Jeffrey Lehman of Cornell University described the selection of Leebron, "David is a brilliant, inspiring academic leader; Rice is a world-class university. The match is absolutely perfect." Leebron's wit and humor were much in evidence when he first spoke to the assembled Rice faculty, creating a very favorable initial impression.



What were the ingredients in David W. Leebron's career that had earned him such acclaim and now the presidency of Rice? Born in Philadelphia on February 12, 1955, and a graduate of that city's William Penn Charter School, the young Leebron was an Eagle Scout and a member of a large (four siblings) and devoted family. Leebron has described his teachers at his Quaker school, founded in 1689, as having "enthusiasm, intelligence, open-mindedness, and a concern about other people in the world," and those qualities, he said, "shaped me." His parents supported a series of exchange students from Europe, Japan, and Mexico, and these experiences fostered his lifelong interest in international affairs and international education. From William Penn Charter School, Leebron went to Harvard, majoring in history and science. He wrote his honor's thesis on "Hermann Kolbe and the Structural Theory of Organic Chemistry: A Case Study in Scientific Opposition." Graduating summa cum laude with his BA in 1976, Leebron proceeded to Harvard Law School, from which he earned his JD in 1979 magna cum laude. Along the way he won the Sears Prize (given to the two students with the highest GPA in the first year class) and was named president of the *Harvard Law Review*.

Following this stellar academic training, David W. Leebron won a clerkship with Shirley M. Hufstедler, a judge on the U. S. Ninth Circuit Court of Appeals in Los Angeles. Leebron deliberately went west to clerk because, he said, "I've always . . . wanted to experience different places and different cultures." But when Judge Hufstедler accepted, shortly thereafter, an appointment as the nation's first Secretary of Education, Leebron was momentarily faced with the prospect of having no job. He was rescued by the UCLA Law School, which recruited him to teach torts to first-year students in the spring semester of 1980. Not sure exactly what he wanted to do but knowing he was interested in world affairs, Leebron and a law school classmate embarked on a round-the-world tour together. Upon returning to the United States, he accepted a position as an associate with a major New York law firm, Cleary, Gottlieb, Steen and Hamilton, where he specialized in international corporate law. But during that semester at UCLA he must have been bitten by the teaching bug, so after two years in corporate practice, Leebron joined the faculty of the New York University School of Law as Professor of Law and Director of the International Studies Program. He would teach there for six years, meanwhile meeting and marrying Y. Ping Sun, a graduate of the Columbia Law School class of 1988.

David W. Leebron may have been interested in international education, but Ping embodied it. A native of Shanghai, she had been reared primarily by her grandparents in Tianjin during China's Cultural Revolution. She boldly sought "a great adventure" and applied to Princeton, which not only accepted her but also sent her an airplane ticket. Her first trip out of China was to that stately campus. Graduating cum laude from the Woodrow Wilson School there in 1985, she proceeded to Columbia Law School and a distinguished career with a leading law firm in New York City.

In 1989 Leebron was invited to Columbia for a one-semester visiting professorship and was subsequently offered a permanent position. The then Columbia dean, another friend, and especially the encouragement of Ping, convinced Leebron to accept the Columbia offer. He taught torts to first-year students and additional courses in the fields of his particular interest—

international law, international trade, and human rights, interests that also earned him a fellowship in 1988 to the Max Planck Institute for Foreign and International Private Law in Hamburg, Germany, and an appointment in 1992 as the Jean Monnet Visiting Professor at the Universität Bielefeld, in Bielefeld, Germany. Then, back home at Columbia, when the current dean retired, Columbia president George Rupp (who had been Rice's fifth president, 1985–1993) appointed Leebron to the deanship of the law school with widespread support from the school's faculty.

Leebron has published widely on such topics as corporate finance, international economic and trade law, human rights, privacy issues, and torts. An active member of the New York Bar, he is a member of the American Bar Association Standards Review Committee, the American Law Deans Board of Directors, the American Law Institute (ex officio), the Council of Foreign Relations, and the American Society of International Law. He serves on the editorial board of Foundation Press and on the board of directors of IMAX Corporation. David and Ping and their two children, Daniel (eight) and Merissa (five), enjoy spending time together in France, skiing, dining at good restaurants, taking in as many of the cultural events in Houston as time allows, dropping in occasionally to have a meal at one of the residential colleges, and participating in the full Rice experience.

David W. Leebron was chosen the seventh president of Rice University after a careful, intensive eight-month search. "We sought an individual who reflected the maturity of Rice at the end of its first century," said E. William Barnett, chair of the Rice Board of Trustees, "and had the character and substance to lead the university into its next century. David is that person."

## THE OFFICIAL SUMMONS

The dictionary defines *investiture* as “the act or formal ceremony of conferring upon one the authority and symbols of a high office,” whereas inauguration can have the more mundane meaning of simply a beginning as well as the general term for the ceremony associated with the induction of a person into office. Speaking precisely, then, the inauguration of David W. Leebron began with a ceremony on Friday, October 1, 2004, that in substance follows a ritual rooted in the centuries old traditions of Cambridge and Oxford. Shortly after 1:00 PM on that day members of the Board of Trustees, senior administrators, members of the inaugural committee, friends of the university, and several students and alumni, led by William L. Wilson, Jr., chief marshal of the university and carrier of the mace that since 1962 has been the symbol of the university’s authority, assembled under the Sallyport and began to march in procession down the entrance allée of oaks to Wiess House, the home of the president.

Arriving there just before 1:30 PM, Professor Wilson, holding the mace, with Board of Trustees Chair E. William Barnett at his side, knocked on the door. David W. Leebron, flanked by his wife, Ping, and their children, Daniel and Merissa, stepped out and stood before the doorway. There, with the sunlight streaming down, Mr. Barnett presented President Leebron with the formal summons, printed on a scroll tied with a blue ribbon, to his investiture the next morning. Mr. Barnett read out the summons:

The Board of Trustees of William Marsh Rice University hereby summons David W. Leebron to his Investiture as Seventh President of the University at Half Past Nine O’Clock on Saturday the Second of October, Two Thousand and Four, Main Academic Quadrangle.

David and Ping were beaming, and the expressions of all in attendance suggested the excitement and hope that such moments always evoke. David and Ping mingled with the delegation and visitors, who both congratulated them and wished them well. When asked what he thought of the occasion, Daniel expressed with the candor of childhood what all had felt, “It was hot.” Later a member of the search committee commented on how that solemn march from Lovett Hall to Wiess House, led by the mace-bearer, “really rooted us in tradition—it was a moving experience.” It brought “closure” to the search process, he continued, in a way that had not before come home with such feeling. And at the end of the brief ceremony in the bright sunshine of a beautiful October day, the presidential family retreated to their air-conditioned house, and the delegation, most of whom had earlier walked over, gladly rode air-conditioned Rice buses back to the campus. The multievent inaugural ceremony had begun, and activities were now to shift to several different locations for the remainder of that day and the next.

## THE INAUGURAL PROCEEDINGS

David W. Leebron, who had actually become the seventh president of Rice University on July 1, 2004, and the inaugural planning committee wanted to insure that every constituency of the university was included in the inaugural festivities, and this of course included the several hundred visitors and delegates representing other universities and learned societies. Accordingly, a set of activities was arranged to allow the various groups that make up the larger university community to have an opportunity both to celebrate together the auspicious event of installing a new president and to meet in person the new presidential family, David and Ping (the children were happy to be able to forego several of the receptions and dinners). Everyone understood that it was essential to have an inclusive inauguration because a university is a learning community that depends on all its faculty, staff, and students in order to thrive.

Delegates from afar began arriving on Friday afternoon in response to invitations sent by Rice to their home institutions. Meanwhile, a reception began at 2:00 PM at Cohen House for the members of the Rice staff. The tables and chairs had been removed except for four handsome food tables and four others for liquid refreshments. The menu was sufficiently varied to meet everyone's taste:

Pyramids of hearts of palm wrapped with cucumber cream cheese and smoked salmon  
Seared tenderloin of beef with horseradish cream  
Black bean and spinach tamale tarts  
Cheddar cheese biscuits with sugar-cured ham and honey mustard

A variety of sweets:  
Brownies with white chocolate chunks and cherries  
Raspberry and blueberry crumble bars  
Macaroons dipped in chocolate  
Desserts garnished with mounds of strawberries and fresh mint

Outside in the live oak-draped courtyard, with the fountain sparkling in the sunlight, were chairs and tables for guests; floral arrangements added color to the scene. Hundreds of members of the staff, from secretaries and administrative assistants and librarians to workers in facilities and engineering and food and housing, came for refreshment and to meet and honor President Leebron and his wife. With the inaugural committee serving essentially as co-hosts to the occasion, the crowd was obviously pleased to see and speak with David and Ping, and they graciously greeted the staff and expressed their appreciation for the work the staff did every day to make the university function. Thomas Conroy at the grand piano in the Cohen House lounge provided a pleasant musical background of jazz standards from the 1930s, 1940s, and 1950s. By the time 4:00 PM arrived and the guests of honor had returned to Wiess House (pacing themselves for the many events of the weekend), many of the hardworking staff of Rice had had an opportunity to meet the new president and had experienced the sense of excitement that the inauguration heralded.

At Rice University's formal opening in 1912, delegates representing important universities from around the world attended, and at every significant event since then, that is, presidential inaugurations and the 1962 celebration of its semicentennial, Rice has again made a special effort to place its history within the context of the larger academic universe. At the 2004 inaugural festivities there were in attendance delegates representing institutions ranging from the University of Oxford, founded in 1187, to International University Bremen, founded in 1999 and largely modeled on Rice. As the delegates to the Leebron inauguration began to arrive, though many were designated from among those universities' local alumni, Rice staff members sought to incorporate them into the Rice community. Student-led tours of the campus were offered, the Rice Gallery of Sewall Hall presented an exhibit, "Jessica Stockholder: New Installation," and on Friday evening, from 5:30 to 7:00 PM, a cocktail reception was held for the delegates and selected Rice officials along with the members of the inaugural committee, who again served as quasi-hosts, in the elegant La Fontaine Ballroom of the nearby Warwick Hotel. Locals and visitors talked together about their impressions so far both of the university and its campus and the ongoing celebration, enjoyed an opportunity to meet David W. Leebron and Ping Sun, and generated a tangible sense of anticipation of the formal investiture coming the next morning. The hum of conversation and laughter suggested the warm feelings that suffused the occasion as old friends shared recollections with each other and met for the first time new visitors to the campus.

But the evening was not yet over. The Shepherd School Symphony Orchestra, under the direction of Larry Rachleff, presented a "President's Inaugural Concert" that evening at 8:00 PM in the Stude Concert Hall. The talented student musicians performed with distinction four very different numbers, Hector Berlioz's "Overture to 'Benvenuto Cellini,' op. 23"; Richard Strauss's "Till Eulenspiegels Lustige Streiche, op. 28"; Ralph Vaughan Williams's "Fantasia on a Theme by Thomas Tallis"; and Leonard Bernstein's "Symphonic Dances from 'West Side Story'." As the tired but contented guests and local audience members returned late that evening to their hotel rooms or homes, many were eager to consult the weather reports.

From its inception, the preferred location for inaugurations and graduations at Rice has been on the west side of Lovett Hall, in what is now known as the Academic Quadrangle. The stunning architecture of the buildings simply gives the site a grandeur perhaps unmatched in the state. The inaugural committee and everyone else involved in planning the investiture of David W. Leebron based their preparations on the hope that good weather would prevail and this unique outdoor site could be used: stages were constructed; thousands of folding chairs were in place; sound amplification equipment was installed; and every expected move of the participants was choreographed to fit the configuration of chairs, stages, and hedges.

But because when it rains in Houston it often pours, on all such occasions a back-up location is prepared in the gymnasium, Autry Court, which obviously lacks the visual grandeur of the Academic Quadrangle. Chairs, a small dais, and other necessary accouterments are set up there too, and the floor is covered so that chairs and shoes will not gouge the varnished wood of the basketball court. Rainy graduation days and, in the case of the inauguration of Malcolm Gillis on October 30, 1993, a freak cold snap, had sent the festivities indoors before, so

everyone knew such a move was a possibility. The evening weather reports on Friday suggested a front was coming through soon, and they predicted that it could bring showers. Accordingly, university officials and the inaugural committee were alerted to the necessity of perhaps having to make a last-minute change of venue early in the morning.

As luck would have it, the weather radar sometime before 6:00 AM on Saturday, October 2, 2004, showed a vicious red-and-yellow line of thunderstorms scuttling southeastwardly across the state map, forecasting windswept downpours just as the ceremonies were scheduled to begin. Quickly authorities decided to shift the proceedings from the Academic Quadrangle to Autry Court, and in a flurry of coordinated activity, facilities and engineering staff and the university marshals moved furnishings and equipment, sent out notices, and rapidly transformed the erstwhile gymnasium. But as the crowd began to grow in the bleachers of Autry Court—saving the chairs on the floor for the official guests, visiting delegates, student representatives, and faculty, resplendent in their academic gowns—few could tell that this was not the venue desired all along. Careful planning by the inaugural committee and the university marshals for just such an exigency paid off, with the result that the rare miscues were so minor that no one but those in charge of the planning was aware that something was awry.



## THE INVESTITURE

Had the ceremony been held according to original plans, the beginning act would have been a formal procession consisting of a color guard, the chief marshal, and five designated wreath bearers—Derrick Matthews, president of the Student Association; Joanna Papakonstantinou, president of the Graduate Student Association; J. Kevin Bartol, president of the Association of Rice Alumni; Gloria Bean, co-chair of the Staff Advisory Committee; and Robert L. Patten, deputy speaker of the Faculty Council—musically accompanied by the Shepherd School Brass Choir's stirring rendition of Richard Strauss's "Vienna Philharmonic Fanfare." These five representatives of the Rice community were to place a wreath at the base of the statute of founder William Marsh Rice in the center of the Academic Quadrangle. However, since the expected inclement weather had moved the ceremony several hundred yards westward to Autry Court, this ceremony was moved temporally and occurred after the formal event and was, regretfully, witnessed by far fewer participants. Other than that, those participating in the investiture noticed no deviation from the schedule printed in the program.

While the faculty and delegates robed in dressing rooms deep inside Autry Court, the audience slowly began to fill the bleachers of the gym. President Leebron's extended family and close friends were seated downstairs at the front. Other special guests were seated in the bleacher seats at stage left. A low rectangular dais had been erected on the south end of the playing court, with attractive chairs, a lectern, tasteful greenery, and, attached to the deep blue curtain that stretched across the rear, a lighter blue banner depicting the Rice academic seal. As the audience filed in, in the upper bleachers at stage right was the Rice Concert Band, conducted by Charles Throckmorton, and at the rear, at floor level, were the twenty-six members of the Shepherd School Brass Choir, energetically conducted by Marie Speziale. In the bleachers at the rear—northern—end of Autry Court, over the entrances, and wearing gold robes with white stoles, were the approximately one hundred members of the Rice Chorale, conducted by Thomas Jaber.

The Concert Band played "America, My Country Tis of Thee" as the audience continued to grow; there was an announcement at 9:30 AM that the investiture would begin at 9:45, the slight delay a result of the change in venue. The wait was enlivened by the band's spirited performance of several familiar pieces by bandmaster John Philip Sousa. As the audience members awaited the academic procession, Shepherd School student Melody Johnson sang the Sarum Plainsong "Veni Creator Spiritus," an early Latin hymn that has been sung at every Rice commencement. Then followed a glorious burst of music, "Ceremonial Fanfare," composed for the occasion by Rice faculty member Arthur Gottschalk and performed by the brass choir. This piece clearly announced the approach of distinguished guests. The academic procession commenced, with appropriate music performed by the Rice Concert Band.

Chief Marshal William L. Wilson, Jr., carrying the ceremonial mace, headed the procession, immediately followed by the five greeters representing the various constituencies of the university and the members of the Board of Trustees. Reaching the front, Wilson mounted the dais beside the lectern and turned to face the oncoming procession, the mace held before him. Approaching the dais were the students in procession: ten undergraduates representing each



college, led by a banner carrier displaying the insignia of the particular college; then ten representatives from the Graduate Student Association. The banners of the nine colleges and the Graduate Student Association were then placed in holders positioned just in front of the deep blue curtain that formed the south wall of Autry Court. The undergraduates' robes were solid blue, and the graduate students wore black robes with stoles of the color specific to their academic fields. Then came the visiting delegates and finally the members of the Rice faculty, all wearing the distinct and colorful academic regalia that signified both their universities and their scholarly fields. An unexpected advantage of having the ceremony inside was that the audience, seated above floor level in the bleachers, had a much better view of the proceedings, and the view, looking down on the color and variety of the academic procession, presented a remarkable spectacle that bespoke long tradition.

As the last faculty member filed into place, suddenly, almost like a bride at a wedding, there at the back of the center aisle stood E. William Barnett, chair of the Board of Trustees, with President David W. Leebron at his side, accompanied by two university marshals. The four walked down the aisle, stepped upon the dais, and at that moment Chief Marshal Wilson moved slightly to the front, raised the university mace—held horizontally—up before him, and turning slowly, ceremonially placed it in its special stand.

Mr. Barnett then advanced to the lectern and graciously welcomed everyone to the investiture of David W. Leebron as the seventh president of Rice University, pointing out that the ceremony performed today incorporated traditions begun at Rice at its initial academic convocation in 1912. "This ceremony this morning," he continued, "in every sense of the term, marks the beginning of a new chapter in the history of Rice University. Under David Leebron's leadership, we will build on the great traditions Rice has established, and we will establish new ones, based on the work of our faculty, students, alumni, and staff." With that, Mr. Barnett asked everyone to stand to hear a moving a cappella rendition of Derric Johnson's arrangement of the "Star Spangled Banner," performed by the Rice Chorale. At its conclusion, Rabbi Roy A. Walter of Congregation Emanu El, having come to the rostrum, gave—after brief introductory remarks—the invocation:

Before I invoke God's presence and blessing on this auspicious occasion, let me offer a sentence of congratulations to both your new president, with whom I have had the pleasure of having lunch, and to this outstanding institution. Congregation Emanu El and Rice University have been neighbors and friends for sixty years. I am proud to be here this morning not only because of the occasion but also because of the close relationship our two institutions have enjoyed. We share your joy and your anticipation of wonderful things to come from your partnership with your new president.

And so we pray:

M'kor Chayim uv'racha, O God source of life and blessing. As we gather this morning to formally install David Leebron as president of Rice University, we invoke your presence among us.

We well know that the institutions we create are the true monuments of our society. Not the buildings in which they are housed, but the values they espouse.

And no institution better demonstrates this truth than the educational institutions which help us shape minds and hearts. Chief among our cherished

valuables are our children and their future. Before we send them off into the world, we send them to colleges and universities with faith that not only will they learn facts and acquire knowledge; they will also come to value wisdom and develop a passion for the good.

Bless this university, God, with continued well being. Let it stand always as a monument to our greatest hopes for the future by the way it embraces the present. Bless learner and teacher alike. May every life Rice University touches be lifted by the work done here. May every mind be opened to the fullness and wonder of Your magnificent universe. May every heart come to beat in closer harmony with the world.

Bless equally those who guide this university and set the path it will take, especially its new president, David Leebron. May Mr. Leebron be personally fulfilled by his tenure as president, and may his leadership lift Rice to new heights. Help him to continue the real tradition of this university: to be a living monument to our best hopes and dreams for the future.

And as he leads, help him always to remember Moses, who, in the portion from Deuteronomy read this morning in synagogues, turned to God and said, "Unless You go in the lead, do not make me leave this place." For you, God, as our Creator, are the true source of knowledge and wisdom. From You comes our highest hopes and dreams. Guide David Leebron and this university by leading them in the right direction, so that their going forward is going toward blessing. Amen.

After the invocation, Mr. Barnett prefaced what was to follow with the following words:

This ceremony marks a new chapter in the proud and happy history of Rice University. We all look forward to continuing and extending the achievements of the university, its students, faculty, staff, administration, and alumni, under the leadership of David Leebron. We dedicate ourselves to work with the president and his administration to reach Rice's highest goals.

We are particularly pleased that distinguished representatives from more than two hundred other universities and learned societies are here to help us celebrate this auspicious occasion. We extend a hearty welcome to each of our guests and fellow celebrants and thank you for joining us today.

Then Mr. Barnett recognized to warm applause four special guests: three former Rice presidents, Norman Hackerman, George Rupp, and Malcolm Gillis, and the wife of the current president, Y. Ping Sun. After explaining that the traditional wreath-laying would occur, contrary to the printed program, following the present ceremonies, Mr. Barnett called upon the five soon-to-be wreath bearers to bring greetings to President Leebron from their respective constituencies. Speaking for Rice's more than 2,800 undergraduate students, Derrick Matthews said:

President Leebron, it is my pleasure to welcome both you and your family to Rice. You came to Houston three months ago to become president of our university, and I'm honored to call you a member of our community.

Rice is a special place for many reasons. Our excellence in field-leading research, as well as our small size, are just a few. However, we must stay committed to our notion of a holistic undergraduate education that includes emphasis on

teaching as well as experiences outside the classroom. Since its inception, Rice has been known for the high-quality experience it provides its undergraduates. I am glad to see you have shown that your plan for Rice includes improving even more upon this great strength.

As president, one of your jobs is to lead change within the university. You've indicated the need for stronger involvement with Houston. You've spoken of a more complete synthesis of all components of the undergraduate experience. And you've praised the merits of engaging in public service. Rice students are diverse and complex, and we look forward to seeing that our education reflects that. But as president, it is also your job to ensure that Rice is an agent of change in the world through its contribution to knowledge. Every part of this university, especially students, needs to be a part of creating a real difference in the world. Throughout our transformation, however, we must remain true to what we are—a university that emphasizes quality interaction with faculty; recognizes the importance of informal learning; and fosters an environment of respect, understanding, and growth for all students.

I fully believe that you will be there for the students of Rice. I look forward to your shaping Rice into a university where the opportunities of students are limited by nothing other than our own ambitions.

Joanna Papakonstantinou then offered greetings from the almost 1,900 graduate students:

President Leebron, as president of the Graduate Student Association of Rice University, I am honored to extend to you our enthusiastic welcome. I believe that the Rice community under your leadership is prepared to take the next steps to make Rice a university even more exceptional than it is today. The graduate student body is willing and eager to help you make your vision for Rice a reality.

We are confident that you will lead Rice with an ambitious vision for what a premier university can achieve. Rice has a great foundation on which to build, with an outstanding reputation for undergraduate education as well as a distinguished graduate program. The graduate student body supports your vision of establishing and recognizing Rice as a premier research institution.

The graduate students look forward to working with you, the administration, faculty, and staff to improve and expand graduate education at Rice. Graduate students play a vital role in supporting and conducting research at Rice. No university of distinguished national or international standing can exist without a strong graduate program. A strong graduate program is beneficial not only to the students but also to the university as a whole. Based on your mission and public statements, President Leebron, we are confident that you are just as committed as we are to this goal of strengthening graduate education.

Moreover, greater interactions between current students, both graduate and undergraduate, and alumni will enrich and strengthen Rice. Promoting interactions among students, faculty, and alumni is facilitated by Rice's small size and interest in advancing the name, Rice University, in the greater community.

The graduate students of Rice University pledge our loyalty and support to you and are eager to assist you in every way as you guide Rice University to an even higher standard of excellence.

J. Kevin Bartol extended greetings to President Leebron on behalf of its ever-growing base of alumni:

President Leebron: On behalf of the university's 45,000 alumni, welcome to Rice. All Rice alumni wish you great success as you add your vision to the accomplishments of a select group who have led Rice to a position of international prominence and respect.

We remember Rice as a special place for the energy and focus the university invested in us as students, for the trust and responsibility we were granted, and for the high academic and ethical standards that have always been at the core of the university.

So, we have a deep affection for Rice, and we are ready to support you as you lead the university toward growth and continued excellence.

We want to hear about your plans, and we want to share our feelings about Rice's future with you. We believe that Rice is a truly great institution that can become even greater. You will find Rice alumni to be candid, sometimes painfully so, and you will always find that we care deeply about the university. Rice alumni have always supported Rice out of proportion to our numbers, both financially and as volunteers. You can be confident that this will continue.

Call on us, challenge us, and ask us for help and support. We will not fail you. Again, welcome to you and your family, and may your time at Rice be long and rewarding.

The sincere welcome to the new president from the 1,500 staff members was conveyed by Gloria Bean:

We heartily welcome you and your family to the Rice community. Though it may be presumptuous to claim to speak for the great diversity the staff of Rice represents, I know our feelings are unanimous in welcoming you to our midst. We are honored to participate in the process that brought you here and enthusiastically endorse its results.

We, the staff of Rice, pledge to support you in the many programs that your great energy and reputation promise you will undertake and look forward to assisting in their realization. We know that your vision for the future of Rice will be one of excellence, not only in its primary educational and research endeavors but in every aspect of the university's business. We sincerely hope that you too will find satisfaction and sustenance at Rice, not only in the work to be done but in the strength of community that is built from the tasks we all fulfill. Again, our hearty welcome.

The final corporate greeting to President Leebron was expressed by Professor Robert L. Patten on behalf of the approximately 600 members of the Rice faculty:

In the spring of 2003 the Rice University trustees invited undergraduate and graduate students, alumni, staff, and faculty to select representatives who would join representatives from the trustees in searching for a seventh president, to build on the exemplary achievements of Presidents Lovett, Houston, Pitzer, Hackerman, Rupp, and Gillis. That search committee identified three primary ways for securing and enhancing Rice's position as a leading institution of higher education:

1. Strengthen Rice's scholarship and research.
2. Leverage the impact of this capability through collaborative partnerships with others.
3. Expand the impact of teaching and scholarship both nationally and internationally.

Rice sought a leader who would head a consultative administration, promote intellectual excellence, engage in dynamic partnerships, plan for the future, and inspire wide-ranging support for Rice's programs and mission.

President Leebron, you were chosen because, of all those considered, you best met, indeed most exceeded, these expectations. On behalf of the faculty of Rice University, I welcome you as our president and partner in imagining and realizing our future. We pledge to work with you to conserve and strengthen our traditions; to discover innovative ways to transmit our heritage into the twenty-first century; and through outreach to stimulate the educational, scientific, business, cultural, and civic endeavors of Houston, the United States, and the global community.

With the welcome from the entire Rice community thus bestowed upon President Leebron and, by clear implication, his family, Mr. Barnett again approached the lectern, called Mr. Leebron to his side, and, his countenance communicating the hope that inheres in such moments, solemnly addressed Mr. Leebron.

David Leebron, you have accepted the summons of the board of Rice University to serve as its seventh president. You are widely respected as a scholar on issues ranging from international trade and economics to corporate finance and human rights. Your research and writing interests have never diminished your commitment to teaching, which you pursued throughout your term as dean of Columbia Law School. You have demonstrated the value of a consultative style of leadership. By consulting widely, listening carefully, and acting decisively, you have led highly successful institutional changes. Your unwavering commitment to open and honest exchange of ideas has generated trust and goodwill, not only among those who agree with you but those who sometimes disagree with you. Your ability to dream boldly, plan strategically, and execute flawlessly have resulted in major advances at the Columbia Law School. You have remained committed to the academic mission of the university while consistently increasing opportunities for women and people of color among faculty, administrative, and student ranks. Your tireless efforts have improved the vitality, visibility, and breadth of the university's intellectual community. The Board of Trustees also recognizes the personal attributes that you bring to the presidency. Your integrity, honesty, and good judgment establish a high ethical standard for all in the university community.

As you begin a new chapter in Rice's history and assume the duties of the seventh president, we pledge our support to you. Under your leadership and with the dedicated commitment of faculty, students, staff, and alumni, we will work together in realizing our ambition for this institution, that is to create and advance knowledge, to provide an unparalleled education for students, and to create a community that values the contributions of all of its members. David Leebron, on behalf of the Board of Trustees of Rice University, and in the presence of this esteemed company, I have the honor and pleasure of confirming your appointment as president of the university and admitting you to all the authority, powers, and privileges of that office. This presidential medal signifies your investiture.

The presidential medal is a three-inch-in-diameter circular gold medallion that is a variant of the official Rice seal; around the exterior are incised the words "Presidential Medal of Office Rice University," and on the obverse are the words: "David W. Leebron, Seventh President, William Marsh Rice University, Founded

1912, October 2, 2004.” The medal hangs from two silk ribbons, one blue and one gray, the official Rice colors; and by placing this medal around the neck of Mr. Leebron, the investiture was complete. (This tradition, along with the formal summons that opened the inaugural weekend, dates from September 1971 and the inauguration of President Hackerman, Rice’s fourth president.) When Mr. Barnett stepped back from the bemedalled President Leebron, a sustained applause reverberated throughout Autry Court.

When at last the applause died away, President Leebron stepped to the lectern and looked out across the expectant faces of the audience.

Thank you, Bill, for those generous remarks and for your pledge of support on behalf of the Board of Trustees. We are indeed engaged in a common enterprise to create and advance knowledge, and united in our aspiration to provide an education to our students that will serve them well throughout their lives.

I do want to thank you for the summons yesterday that brought me here—although, as a lawyer, it was the first time I thought of a summons as a good thing.

It is gratifying, humbling, and, in fact, quite intimidating to see so many of you here to share in this both personal and institutional moment of transition. It is an enormous privilege and honor to be named the seventh president of Rice University. I begin my journey, as you have heard, in the company of three extraordinary predecessors—Norman Hackerman, George Rupp, and Malcolm Gillis—who today we thank for their leadership and vision that produced the university of which we are so proud. I thank the past and present members of the Board of Trustees, most of whom are with us on this wonderful occasion. Your careful and dedicated stewardship has led Rice to ever-greater heights.

I am delighted by the presence of so many of our faculty, who are the body and soul of our academic mission. We are led in that mission by the outstanding deans of our eight schools. We are supported in our teaching and research by staff and administrators, without whose extraordinary talents and commitment we could not succeed. The participation in this event of Rice alumni—young and old, from near and far—reflects the important role they play in our university community. I extend my appreciation to the undergraduate and graduate students here today. Your promise is the constant source of our inspiration. We also welcome, with special thanks, our many friends from Houston and beyond, who have chosen to be part of the Rice community and who see in our university powerful potential for making contributions to our city and our world.

Joining the Rice community today are delegates from colleges, universities, and learned societies from across the globe. We recognize on this occasion that all such institutions are engaged in a common enterprise, supported by a great heritage.

I want to thank Derrick, Joanna, Kevin, Gloria, and Bob for their remarks. And especially Derrick and Joanna who—as you will come to see—have given the short version of my remarks.

Because this occasion marks a personal, as well as an institutional, transition I take a moment to express my tribute to my family. My parents have shown their love and support every step of the way, and it is a source of immense joy that they are here to participate. My mother especially supported this move, although I believe it was because, at Rice, everyone calls me doctor. I come from a close-knit family, and thank my brother and sisters—Betsy, Emily and Fred—and their families for being here. I miss beyond words the presence of my sister Kathryn, whose life was cut short two years ago, but whose spirit continues with us today,



and I thank my brother-in-law Tim for bringing his presence and hers here today. And most of all, I thank my wife, Ping, without whose support—no, actually, whose urging—I wouldn't be here, and who joins me today in becoming a part of Rice University. Our children, Daniel and Merissa, who bring sparks of joy to every day, already regard Rice as the home of thousands of older brothers and sisters. Together, we enter into the Rice family feeling a tremendous sense of welcome and a great hope and optimism for what the future will bring.

Universities mark the investiture of a new president with great ceremony, with, as they say, pomp and circumstance. Most other institutions change leadership without such ceremony or formality. When I became dean of a law school—thanks, I might add, to the confidence of George Rupp—there was hardly a stir. One day my predecessor moved out, the next day I moved in. So why, when most institutions in the modern world have shed such elaborate ceremony, do universities engage in such to-do over the inauguration of a new president?

As with many things—and lawyers, I confess, are especially good at this—I see two possible, in fact nearly opposite, explanations. One is that universities are so tradition-bound, so unwilling to contemplate change, that traditions survive for centuries unexamined and unchanged. So here we sit, in the Houston air-conditioning, wearing gowns originally designed to keep students and faculty warm during cold German and English winters.

The opposite theory is that universities maintain the tradition of an elaborate inauguration precisely because they celebrate change and acknowledge the capacity—nay, the necessity—of educational institutions to periodically renew their leadership and sense of purpose. The pomp and circumstance suggests that this change be accompanied by institutional reflection and rebirth. Our capacity to change and to evolve is fundamental to Rice's awesome responsibility as a producer and distributor of knowledge.

Ninety-seven years ago, a young professor came to Houston for the first time. He was thirty-six years old, and the city less than twice that. Its population was 80,000. Shortly after this initial visit, Edgar Odell Lovett first set eyes upon the parcel of land on which we now stand. It was part swamp and part dusty prairie. And so began the imagining of a great university here amid the bayous of Houston. But could Lovett have imagined that one day this university would boast of being the font of technologies that would allow us to diagnose and treat disease on the molecular level? That it would sit across the street from the world's largest medical center and engage with that center in pathbreaking research collaboration? That its scholars would ponder the ethics of human cloning and the conundrum of religious tolerance? That it would be located in the middle, not on the outer edge of, a dynamic city of two million, the fourth largest in our nation? That it would attract world leaders through a public policy institute honoring the grandson of the man who had rescued Rice's assets for their intended purpose? That it would have a music school of national and international renown, and that it would anchor one of America's great cultural districts and, indeed, participate in the city's artistic spirit through a unique art gallery of its own?

Well, as visionary as Lovett was, I don't think he could have imagined all these things, and that is precisely the point. Imagination makes possible those things that we could not have imagined. Or as Yogi Berra once said, "The future ain't what it used to be." With imagination, the future won't be what it used to be; it will be better.

How shall we continue to imagine the future of Rice? We are fortunate that we are guided in this endeavor by the vision of Lovett. He set forth to build a university with, as he put it, no "upper limit," dedicated to "the fundamental sciences, the liberal humanities, the progress of modern learning." He conceived



of a union between the “privileges of research” and the “pleasures of teaching.” In short, Rice has from its first moments been conceived of as a research university with an unquestioned commitment to both graduate and undergraduate education.

Over the years, Rice has built upon Lovett’s vision. Beginning with a focused endeavor of science, engineering, humanities, and architecture, we have added in the ensuing decades schools of continuing studies, management, music, and social science. We have built an institute of public policy, joined the Texas Medical Center, and fostered interdisciplinary and interinstitutional collaborations and centers that sit at the forefront of the production of knowledge. At each step we have shown our capacity to renew and enlarge our endeavor and to establish new fields of excellence. These developments are what one would expect from a great center of teaching and learning that ascribes to itself no fixed limits. We have done a great deal in recent years, and it may seem we should pause and enjoy for a while the fruits of those achievements.

The response to that temptation was given in a speech here at Rice Stadium forty-two years ago by President John F. Kennedy. He said:

*So it is not surprising that some would have us stay where we are a little longer to rest, to wait. But this City of Houston, this State of Texas, this country of the United States was not built by those who waited and rested and wished to look behind them. This country was conquered by those who moved forward . . . .*

Edgar Odell Lovett would have appreciated this sentiment. In 1946, after serving for nearly four decades as the president of the Rice Institute, Lovett passed the reins of leadership to William V. Houston. Lovett had every right to look back over his time here and express his satisfaction with what he had accomplished. But he did not. As he introduced his successor, Lovett embraced the transformation that was surely to come. “Rice,” he said, “is in a state of transition. It is a transition from good to better. Facing extraordinary opportunity, the institution is about to become braver, stronger, sounder, and more beautiful.” So, as we face once more extraordinary opportunity and transition, let us together aspire to move from better to best. Let us do our part to continue the realization of a dream set in motion by our great benefactor William Marsh Rice over a century ago. Our responsibility is to build on the vision of our founders, to remain true to Rice’s unique sense of its academic mission and intellectual ambition.

We are living in remarkable times and daily see new possibilities for the quality of human existence. We see in technologies born at Rice the potential ability to detect and eliminate cancers, to manufacture tissue for those who have suffered disease or injury, to discover new sources of energy, to process and disseminate more quickly and accurately an astonishing amount of information, to understand and address the dangers posed by natural disasters, and to describe our world with the elegant simplicity of mathematics.

Science and engineering at Rice have long received recognition for their quality and achievement, and research and teaching in these fields continue to hold enormous promise. We must recommit and invest deeply in these endeavors. Knowledge increases human power and capacity and potentially our ability to enjoy life and make it meaningful for an ever-increasing share of the human population.

Yet, as knowledge of our natural world deepens, and our ability to change and engineer our environment grows, and as our power to harness the great forces of the universe expands, we are in more need, not less, of understanding our own

humanity, of understanding the ethical relationship among human beings, and between our species and the rest of our environment. As we increase our ability physically to change our world and affect others, we are in more need, not less, of understanding human social, political, economic, and cultural interactions. We increasingly, if regretfully, comprehend that as we discover knowledge that can do enormous good, that can improve the lives of so many, we almost inevitably discover knowledge that can be turned to harm, and indeed to the advantage of those seeking to do evil. Thus Rice must remain a university committed to excellence in research and teaching that spans the full range of human endeavor. Otherwise, we cannot claim to fulfill our charge to create the complete understanding essential to human progress.

So as we make the large investments needed in today's world to be at the forefront of research in science and engineering, so, too, must we recommit ourselves to the importance of the humanities, social sciences, and the arts.

Our task in educating our students is no less broad. It is because of this breadth of research and teaching that we are able to provide the first-rate education that will prepare our students so well for a rapidly changing world that equally demands technical skills and humanistic values. Our students will become the leaders in many fields as engineers, architects, doctors, artists, musicians, economists, writers, scientists, scholars, business executives, and, yes, even lawyers. We must, of course, impart the substantive knowledge for them to succeed in their endeavors. But much more, we must teach them to succeed in a world that changes with such rapidity that many are likely to be working in fields not yet conceived. To limit their learning within boundaries of particular disciplines or within the boundaries of this campus would be to deprive them of the range of skills and values they will need to succeed. We must instill in our students a sense of public responsibility, of civic engagement, of compassion and moral obligation. We must give them the leadership and communication skills that will enable them to make the most effective use of their knowledge and specialized talents.

Those who would be leaders must participate fully in the human experience. The artists must appreciate science, and the scientists must appreciate art. Our humanity comprises, in part, our refusal to become compartmentalized cogs in a socially efficient machine. We bring our understandings of values, of culture, of economic analysis, of political institutions, of human psychology, and of science to each of our endeavors. When we ascribe to ourselves the task of selecting and educating those we deem most capable of benefiting from the very best education, we should not tolerate ignorance of culture, ignorance of human institutions, or ignorance of scientific knowledge.

But the education of the classroom forms only a part of the experience we must bring to our students. In our charge to bring our undergraduates from the cusp of adulthood to full participation and ultimately leadership in our society, we must take a holistic approach to the education we provide. We do this by assuring that they learn as much outside the classroom as they do in it. Their experiences—in leadership and participation in campus activities, on the athletic field, in constructive dialogue with students different than they are, in their work or study abroad, in public service here in Houston—are all an essential part of their education.

Our task with respect to our students can be simply put: It is to inspire. To inspire them about the joy and privilege of learning, to inspire them about contributing to our world and, most of all, to inspire them about their own promise and possibilities. That inspiration occurs when we create opportunities for them to have transformative experiences—ones that ultimately shape the person they will become.

It is not an easy business to design transformative experiences. But here at Rice, we have the best environment one could hope for. We have the intimate and supportive system of residential colleges. We have both a student-faculty ratio and a culture that promote deep faculty involvement in the lives and work of our students and welcome them as collaborators on research. We are in a great city that offers endless opportunities to apply the knowledge learned in a classroom to real-world problems, and to learn much more deeply and broadly in the process of doing so.

Our mission of inspiring our undergraduates is complemented by our commitment to teach at the highest level the future researchers of the world. Our graduate students at Rice are central to achieving our aspirations. As Lovett put it, one of our fundamental tasks is "the making of knowledge makers," and that takes place most forcefully in our education of graduate students. These talented young researchers play a double role, for they are also increasingly essential to the success of our own established faculty.

Our responsibility as a great institution of learning extends from our doorstep to across the globe. From its inception, Rice has been engaged with Houston, and it is time to fully recommit ourselves to that engagement. We are doing much, but we can do more—we must do more—for the future of Rice is inextricably wound up with this great city. Our educational responsibilities extend to our city, and our School of Continuing Studies has served it well. An important part of our task is providing education in the skills needed by those engaged in commerce, government, and the arts. But it cannot be limited to that. We must provide education that increases our community's understanding of our complex world and its appreciation of humanistic values. That is the responsibility of a great university in the modern metropolis.

Our ability to serve and learn from Houston extends well beyond the offering of formal educational programs. Our city must form an integral part of the educational opportunity we offer to our students. A portion of our research endeavors must focus on the problems of Houston, from its educational challenges to its environmental problems, and we must play a part in solving those problems.

Rice and Houston can achieve great things in the years ahead, but neither can do it without the other. We are joined together, great research university and great city, in a symbiotic relationship. It is the presence of a university like Rice that makes a city a center not only of production and commerce but also of ideas, and it is those ideas, in turn, that ultimately support the growth of commerce and culture.

At the same time, we must recognize that in this globalized world a great university is an international citizen. We lead our lives in a world shrunk by the forces of trade, migration, and communication. Our responsibility for human improvement and understanding must know no boundaries. Our faculty and our students must benefit from knowledge and ways of understanding that transcend the tendency to parochialism. That opportunity should take place not only through travel but increasingly through the presence of scholars from afar. We must develop deeper relationships with comparable institutions around the globe, for the benefit of both students and faculty. We must seek as part of the great diversity of our student body an increasing component from the far reaches of the earth that chooses to study at Rice. These students enrich us while they are here and, in many cases, stay and contribute to Houston and to America.

Ambition and vision as to the breadth and excellence of our research and teaching, a commitment to engagement with our city, and an internationalization of both our community and our institutional relationships are some of the essential ingredients of our success. But those will not be enough. We need a sense

of community, of common purpose built around common goals. That community requires diversity and demands tolerance. Mutual respect for the dignity of all persons and academic freedom to express ideas of all stripes are the twin pillars upon which the intellectual conversation that produces progress depends. We must embrace diversity not just in the community we have on campus but in recognition of our responsibility to level life's playing field by opening our doors to the best and brightest students that we can attract, regardless of their financial resources. We are creators not only of knowledge but also of opportunity and equality.

In his remarks upon the founding of Rice, Lovett categorized the institutions of the world, including educational institutions, as governmental, religious, and secular. Each of these types of institutions plays a distinctive role in our society. The work of our religious institutions is guided and motivated by both a belief in a divine order and an understanding of our common obligation to serve others. They are founded upon faith, a religious faith.

In my view, faith also has a role to play in secular institutions such as ours. It is a faith in progress—a faith in the importance of truth, of learning, and of reason in contributing to human development. Our universities exist because of a faith that knowledge will lead to enlightened understanding, which will, in turn, lead to a betterment of our world and the people who inhabit it. That sense of the unlimited potential of a great university to contribute to human progress is the faith and the vision upon which we are founded.

We set ourselves the goal of contributing to that progress, by creating the world citizens of tomorrow, by making our metropolis the very best it can be, and by creating the knowledge that will lessen human suffering and expand human possibilities. To do this, we must strive to achieve excellence in all our endeavors, in the laboratory and in the classroom, in the concert hall and on the athletic field, in theory and application, in communication and understanding, in art and in commerce, in leadership and in service. Our ambitions shall be unbounded, and so, too, our contributions. We shall be a university that is of Houston and for Houston, of Texas and for Texas, of America and for America, and of our World and for our World. Our reach will span from the nanoscale to the cosmos, from our neighborhood to cultures around the globe, from understanding of past civilizations to predicting the future of the universe, from the aesthetic appreciation of the arts to the understanding of the principles of commerce, from the architecture of our cities to the energy of our oceans. These shall be our fields of endeavor and our fields of dreams, the fields that we shall sow and we shall reap, not only for Rice's honor, but for all humanity.

I close with Lovett's words, which continue to guide us as we embark together on an extraordinary journey, defined by the unbounded imagination and ambition of our predecessors to achieve a future yet unknown to us:

*In the faith of high adventure, in the joy of high endeavor, in the hope of high achievement, we have asked for strength, and with the strength a vision, and with the vision courage: the courage born of straight and clear thinking, the vision of enduring forms of human service, the strength in resolute and steadfast devotion to definite purpose.*

This is the legacy and the destiny of Rice University, and we are privileged to be part of it. Thank you.

The enthusiastic and sustained applause indicated how perfectly President Leebron's remarks fit the occasion of the morning and, more importantly, this moment in Rice's history. The Rice Chorale again thrilled those in attendance by

performing Randall Thompson's "Alleluia." As the last strains faded, Mr. Barnett introduced the Reverend Helen Havens, the retired rector of St. Stephen's Episcopal Church (and a Rice alumna), who pronounced the benediction. "Let us pray," she began.

As our investiture draws to a close, we pause, as we did at the beginning, to honor and thank you, Most Holy One, whom we call by many names as we worship you in a myriad of ways.

Beginning with William Marsh Rice, we thank you for the generosity of spirit, wisdom, and courage of those who founded Rice Institute—now Rice University.

We thank you for the trustees, faculty, staff, and students who have incarnated the vision of the founders for almost a century, from 1912 until today.

We thank you for the exemplary leadership of Rice's former presidents: Edgar Odell Lovett, William V. Houston, Kenneth S. Pitzer, Norman Hackerman, George Rupp, and Malcolm Gillis.

And on this special day we raise grateful hearts and voices to a loving God for our newly installed president and his wife, Ping, and their children, Daniel and Merissa. Shower your abundant blessings upon President David W. Leebron that he may be fruitful in all that he undertakes.

Incorporate him quickly into the Rice community that he may feel the strength of our commitment to him and to the university and know that we are all in this together.

Conscious of all that we have been and profoundly hopeful of all we will become—may we find comfort and challenge in the well-known words of fourteenth-century English saint and author, Julian of Norwich, who, despite the troubled times in which she lived, continually affirmed: "Love is the answer" and "All shall be well, all shall be well, and all manner of thing shall be well." Julian's words are a beacon light as Rice continues to extend its influence far beyond the university's hedges, daring to believe today that—through science, art, technology, the humanities, and all that Rice encompasses—understanding can emerge where there is hatred, healing where there is dread disease, a decent life where there is abject poverty, and peace where there is unspeakable war.

For a final word of inspiration, we borrow from yet another fourteenth-century spiritual teacher, the anonymous author of "The Cloud of Unknowing," who said, "God is calling you to something more."

I believe God is calling Rice University to "something more." She is calling us who love this university to "something more."

May we, led by President Leebron, commit ourselves to the realization of the "something more" to which we are being so called on this beautiful morning in October of the year 2004. Amen.

With that, the Rice Concert Band began to play the recessional. As the student banner bearers came forward to pick up their respective banners that were displayed before the blue curtain wall, Chief Marshal William L. Wilson, Jr., lifted the mace from its stand. Holding the ceremonial staff before him, Wilson began to lead the recession, followed immediately by E. William Barnett and David W. Leebron, then the greeters, the trustees, the students, the delegates, and finally the members of the Rice faculty. All paced out to the stately music provided by the band, and exiting Autry Court, they dispersed to predetermined locations to remove their robes. One small subset of those who had been on the dais left the gym area and, along with the color guard, proceeded to lay the wreath at the



base of the founder's statue, which turned out to be rather a private ceremony. Despite the dire weather reports, no heavy downpour appeared, only periods of slight drizzle. But the humidity was stifling even by Houston standards, so most in attendance, upon leaving the air-conditioned Autry Court, were instantly thankful the investiture had been moved indoors. The site was not as attractive as the Academic Quadrangle, but it was decidedly more comfortable.

Had the original plan been adhered to, President Leebron and Ping would have attended an outdoor reception for students and alumni in the courtyard between the Rice Memorial Center and Herring Hall. But the rain plan that called for moving the investiture ceremony to Autry Court also moved this reception to the adjacent Fox Gym. The caterer, The Stone Kitchen, had transformed the practice court into a festive space, with autumn-themed displays of attractive serving pieces garnished with fresh herbs, seasonal fruits, garden vegetables, and artisanal bread. The handsomely decorated buffet tables were filled with finger sandwiches of sliced ham on black pepper cheddar biscuits, chicken salad or pimiento cheese on wheat bread, avocado and bacon on white bread, and turkey with Swiss cheese on pumpernickel bread. As if that were not enough, there were southwestern red chili corn crepes filled with grilled vegetables, Roma tomatoes, green onions, and lime-infused cream cheese; artichoke dip served with pita and tortilla chips; tomato torts of sliced Roma tomatoes on puff pastry rounds, topped with Parmesan cheese; and mounds of fudge brownies, sand tarts, raspberry buttercake squares, sugar cookies, and lemon bars.

Admittedly some students simply slept late this Saturday morning, but those who attended the investiture and then the reception clearly enjoyed the event. With a student band providing uncharacteristically soft music in the background, David and Ping mixed among students and alumni, greeting them and talking about their pleasure in their new roles at Rice. It was a fun, relaxed time, enjoyed by all, but those responsible for the schedule kept an eye on the clock because they had to transport the first family to the Hilton Americas Hotel downtown for the next phase of the inaugural weekend. Faculty, trustees, Rice associates, delegates, and special guests were invited to attend a reception and luncheon.

## COMMUNITY CELEBRATION

The new Hilton is the large hotel recently built downtown adjacent to the Brown Convention Center. Those who began to arrive soon after 12:00 noon found the lobby space, with its great wall of glass that provides a panoramic view of the city skyline, an attractive setting for the reception. Shortly before 1:00 PM the growing crowd began to move into the large ballroom lit by twelve huge chandeliers. The room looked resplendent, the tables dressed in gold brocade tablecloths with tasteful orchid centerpieces. Again E. William Barnett served as master of ceremonies, and after welcoming everyone, he introduced Houston mayor Bill White, whose humorous informal remarks pointed out how important Rice University was to the city of Houston, and vice versa. Mayor White and President Leebron had been classmates at Harvard, graduating together in 1976, so the mayor's welcome was especially poignant.

After the mayor's reflections, President Leebron also spoke informally, primarily thanking everyone involved in planning and carrying out the investiture ceremony and indicating how privileged he felt to be at the helm of this university at the beginning of the twenty-first century. With the sense of humor he had displayed again and again since first introduced to the Rice faculty in December 2003, he shared his five-year-old daughter's less-than-enthusiastic appraisal of his inaugural address. Over the laughter of the audience, the president reported that Merissa had added, however, that she would be willing to listen to his next talk. To that willingness all who had been present earlier in the morning smilingly nodded their agreement. On that happy note everyone turned his or her attention to the excellent meal that was before them:

Salad of baby romaine lettuce with red and yellow peppers and artichokes

Filet mignon with cassis and blueberry reduction

Au gratin potatoes

Grilled asparagus with patty pan squash and baby carrots

Gingerbread poundcake spiced with white chocolate mousse

As guests finished the repast and prepared to leave, the hum of conversation that filled the room suggested that everyone had enjoyed the day's festivities and felt good about the future of the university. The luncheon closed the public portion of the inaugural weekend, but for a selected audience of civic leaders from the region's major cultural, medical, educational, and business institutions, the local consular corps, and the trustees and special friends of the university, there would be one more event, an invitation-only reception and dinner at the Warwick Hotel at 7:00 PM that evening.

The La Fontaine Ballroom looked quite different from its appearance the previous evening at the reception for visiting delegates. The impressive circular room with its glass wall that allowed views of the Mecom Fountain and the original wing of the Museum of Fine Arts, Houston was now filled to the brim with gaily decorated tables, complete with all the place settings, silverware, and glasses that suggested the culinary splendor to come. The centerpieces for the tables near the dais were elaborate candelabras, while the tables in the alcoves adjacent to the exterior windows had floral arrangements. Greenery representative of hedges was



on most tables, symbolic of Rice's desire to eliminate old barriers and promote interaction between the campus and the larger community. The guests—including President Leebron's extended family and family friends—were seated in such fashion as to intermingle with the civic and university leaders. Again E. William Barnett served as the gracious host for the evening, and once more he thanked those who were in attendance. The Reverend William Lawson of Wheeler Avenue Baptist Church in his inimitable way gave an eloquent and moving invocation in the extemporaneous tradition of his denomination. As soon as the Reverend Lawson's message of appreciation, faith, and hope was processed by the audience, Mr. Barnett again moved to the lectern. He introduced Professor John B. Boles, who presented remarks (as guests enjoyed their salad course) intended to place the events of the day in the context of Rice's history.

Honored guests and colleagues, here we are tonight, meeting in a grand hotel ballroom, surrounded by wonderful groves of live oaks, and in the shadow of impressive artistic, medical, and educational institutions. But none of these was here in 1908 when Edgar Odell Lovett of Princeton was appointed the first president of the Rice Institute. Holder of a PhD in astronomy from the University of Virginia and another PhD in mathematics from the University of Leipzig, and with teaching experience at Virginia, Johns Hopkins, and Chicago as well as Princeton, in Lovett the trustees had chosen more wisely than they could at first have possibly realized. Lovett's initial task was to imagine what the new university might be and become. The international-minded trustees sent him on a nine-month trip around the world to visit universities and laboratories and libraries and to interview faculty from Oxford to Rome to St. Petersburg to Tokyo so that he could develop an inspired idea of what might be achieved—if one had the proper vision—in that then small city on the Texas prairie. Lovett wrought with the detailed precision of the mathematician that he was and with his sights on the stars as one might expect of the astronomer he also was. He planned a university of the highest standards, one dedicated to letters, science, and art; a university that reached out to the world for the finest scholars that could be obtained and for the best prepared students. He wanted an institution of physical beauty, one devoted to discovering new knowledge as well as disseminating it; he wanted a university that kept one eye on the larger world and one eye focused on the needs of its immediate community.

The original Rice charter was vague, and the first trustees did not really know exactly what to make of it or just what Mr. Rice, the donor, had intended. But when they offered the presidency to Dr. Lovett, they had the good sense to trust his wisdom, to support his ambition, to help him create what was to become a great university. When classes began in 1912, the campus itself was beyond the paved roads of Houston, and yet to that infant campus Lovett had invited scholars and leaders from around the world. And what an invitation it was, printed on sheepskin and mailed in a shellacked wooden tube. There was a marvelous three-day convocation, wherein the city's leaders interacted with the world-famous scholars and with the new faculty. The program itself, bound in calfskin with an embossed seal of the institute on the cover, indicated the grandeur, the importance, of the occasion. Lovett foresaw the future greatness not only of Rice but also of the city of Houston, and he noted that the great cities of the world historically had all supported great institutions of higher learning. Indeed, there had always been a symbiotic relationship between, as he said, commerce and education. That spectacular opening convocation was a confident announcement to the entire world that here was being born an infant university that would one day take its place among the academic giants.

Not only did Lovett intend to attract scholars from around the globe to Rice, but he intended as well to attract the people of Houston onto the campus for lectures, for concerts, for enrichment, for life-long learning and true re-creation of the mind and spirit. He also intended to send Rice faculty and students both into the larger world and into the local society. He understood that Rice graduates would—as engineers, architects, artists, doctors, lawyers, musicians, teachers, religious leaders, and businessmen—help build the city and the state. Always Lovett understood how important Rice was to Houston and how essential Houston was to Rice. For him education was not simply in and for itself but instead was most truly measured by its contribution to the public good. Carved on the cornerstone of the original physics building in 1915 was the phrase “science in the service of society.”

And yet despite its international and community significance, Lovett also understood that Rice was first and foremost a laboratory and a storehouse for knowledge and the training ground for young minds. On that morning of September 23, 1912, when the first fifty-five students came to campus for the opening of classes, they all, along with the faculty and prominent representatives from the city, met in what we now call the Founder’s Room in the administration building (now we call it Lovett Hall). President Lovett greeted each student by name and shook their hand, and then, with his voice trembling with emotion, he asked them to share one faith with him: he asked them to believe in reason, he asked them to believe in beauty and beautiful things, he asked them to believe in their fellowman, he asked them to believe that it was possible to teach and possible to learn. And if you share those beliefs with me, he told the very first students, then we can here build a great university. That commitment to reason, beauty, humankind, and the potential of teaching and learning has remained a central focus of this university, and along with an emphatic commitment to excellence, it has shaped the subsequent history of this institution. Education—the creation and transmission of knowledge—is at the heart of the campus enterprise.

Here tonight, celebrating the inauguration of Rice’s seventh president, celebrating too the positive support this community has always provided Rice University, and looking ahead with growing excitement to our centennial in 2012, we salute that original sense of mission, that boldness, that willingness to dare to do something great. We are still, after ninety-two years, fulfilling the vision laid out with such clarity in 1912 by our founding president; we still are vigorously pursuing that high ambition and we continue to set new goals. Our eyes are still on the stars! Thank you so much for your presence—you honor us and our purpose as we formally install David W. Leebron as president of William Marsh Rice University.

Mr. Barnett returned to the lectern, thanked the previous speaker, and then, after the salad course but before the entrée, introduced David W. Leebron to the assembled guests, some of whom had not been able to attend the formal investiture that morning. President Leebron expressed appreciation to the audience for its attendance, but he also had one more formal address he wanted to make before the inaugural weekend ended. It was a message of particular importance for the civic leaders assembled because President Leebron felt strongly that Rice University, which from its beginning had recognized both a local and an international focus to its mission, needed to explore new ways in the future to relate to, gain from, and contribute to the varied worlds beyond the hedges. Titling his comments “Houston and the World,” President Leebron addressed the attentive audience:

Thank you again for joining me and my family in this day of celebration for Rice University.

As some of you may know, my family and I arrived in Houston at the end of June, and I began my appointment as Rice's president on July 1. The search and selection process itself was an interesting experience. I came to Rice for the first time almost a year ago, I think. The weather was gorgeous, perhaps around 80 degrees. Jim Crowmover told me that that the weather was like that all year round. I now see why Jim was so successful as a consultant. As some of you know, there is a new slogan around Houston—"Houston: It's Worth It." I actually have one of their T-shirts here. On the back is a list of things that some see as challenges of living in Houston. I see the list as those things Jim and the search committee didn't tell me.

This evening I want to speak briefly. (For those of you who were at the lunch today, I am pleased to let you know that my daughter pronounced that second speech boring as well. So she's at home tonight.) I want to return, with special acknowledgment to those in this gathering who represent both Houston and the world, to two of the themes I emphasized: engagement with Houston and engagement with the world.

What is it that brought us to Houston? Of course, most importantly, it was Rice University, this incredible jewel of a university, situated three miles from the center of the nation's fourth-largest city, in the middle of its cultural district. It is a university that both provides the very best undergraduate experience and makes important contributions to our knowledge of the world.

I am, in fact, on record as saying that our only complaint about Houston is that Houstonians apologize too much for the weather. You know how it is. Houstonians are incredibly hospitable. The typical welcome we get is something along the following lines (please excuse me, I don't have the Texas drawl down yet): "It is so great to have you here, welcome to Houston, and I'm sorry about the weather." Well, on another occasion, I suggested that we Houstonians take a lesson from real estate advertisers in New York and stop describing the weather here as hot and humid and instead describe it as "cozy."

So what attracted us to Houston other than Rice? The diversity and dynamism of Houston. Its openness—no one seemed to care whether we were from Houston or Texas. Its southern hospitality. Its culture. Its internationalism, and its welcoming of immigrants whether from New York or Nigeria. And of course, there was that 11,000-square-foot house. Once more, I can't do any better than quoting Lovett:

*Houston—heavenly Houston, as it has been happily named by a distinguished local editor of more than local fame—you will find in some ways a bit too close to New York, perhaps, but here you will find many a heartening reminder of the memories and traditions of the South, and all the moving inspiration in the promise and adventure of the West. Here, in a cosmopolitan place, in a community shaking itself from the slow step of a country village to the self-conscious stature of a metropolitan town, completing a channel to the deep blue sea, growing a thousand acres of skyscrapers, building schools and factories and churches and homes, you will learn to talk about lumber and cotton and railroads and oil, but you will also find every ear turned ready to listen to you if you really have anything to say about literature or science or art.*

Lovett sensed that Houston would grow into a major metropolitan city, and Rice would be a critical part of that important transformation. Indeed, one of the things that I began to learn immediately about Rice is the special relationship between it and the people of Houston. Even for those Houstonians who never attended Rice, it occupies a special place. They see in Rice, I believe, a symbol of

the city's own commitment to intellectual excellence and a necessary engine for their own progress. From the very beginning Houstonians supported Rice—with scholarships, funds for lectures, and other contributions. Rice can continue to make an extraordinary contribution to the future of Houston, but only if Houston chooses to make an investment in Rice.

As a matter of educational philosophy, civic responsibility, and competitive advantage, Rice ought to be fully engaged with the city of Houston and capitalize on all that it has to offer. This is a project of engagement that begins with our academic mission. We have created numerous relationships with Houston that inform the scholarly work of our faculty and the intellectual conversations on our campus. Let me cite only a few examples. For the past twenty-three years, the Houston Area Survey has systematically tracked the continuities and changes in demographic patterns, life experiences, attitudes, and beliefs among Houstonians. This social science research has contributed enormously to our understanding of the major economic, social, and political shifts that have defined Houston's evolution.

Our scientists and engineers affiliated with both the Environmental and Energy Systems Institute and the Shell Center for Sustainability are undertaking critical research on the atmospheric and climate challenges facing Houston and other large coastal cities. Two of our architecture professors run the Rice Building Workshop, including a collaboration with Project Row Houses in Houston's Third Ward, to apply the principles of their field to the housing needs of our community.

The effort to create intellectual synergies with other Houston institutions can best be seen in our joint efforts with the Texas Medical Center (TMC). The perhaps fortuitous proximity of Rice and the TMC research institutions has already led to a significant number of individual collaborations numbering some seventy-five programs. We envision an even deeper institutional relationship as we conceive of a collaborative research center at University and Main. Perhaps nowhere else in the world will be able to bring together biochemistry, bioengineering, basic biology, physical science, computation, medical science, and medical practice in a way that so fosters collaboration and is so necessary to progress. We must build other collaborations—with the cultural and artistic institutions that surround us, with the political institutions of our city and state, and with nonprofit organizations that seek to serve our people.

Our engagement with Houston must also contribute to the first-rate education we offer to our students. Rice is distinguished by the uncommonly high level of undergraduate involvement in faculty research. And while our students actively participate in each of the research endeavors I have mentioned, Houston has a great deal more to offer our undergraduates than what they might learn in the classroom or laboratory. Indeed, we want our students to see Houston as perhaps one of the most important learning environments available to them while they are at Rice. Whether it is attending an exhibition in the world-class Museum District that neighbors our campus; participating in a public service internship with a government or nonprofit organization; or hopping on the light rail to enjoy any number of Houston's diverse cultural, culinary, and athletic offerings, Rice students must view this dynamic city as an integral part of their experience on an urban campus. To foster this, we plan to provide to all our undergraduate students next year a METRO pass coupled with museum memberships and cultural information that together we will call a "Passport to Houston." It will in fact be a passport to an important part of their education.

Thus our faculty and our students must learn from the city. But we must also contribute to that city. We do, in part, through research, but I emphasized this morning the importance of educational endeavors as well. Rice contributes

importantly to the improvement of K through 12 education in Houston, and by so doing, it enhances the opportunities available to the least well-off among us. We have more than sixty-five different outreach programs that bring the remarkable resources of Rice into secondary-school classrooms to teach and we hope inspire a new generation of students.

I spoke this morning of the importance of our School of Continuing Studies. Each year the noncredit courses spanning the arts, humanities, and sciences to foreign languages, information technology, and professional development draw 75,000 to 100,000 visits by Houstonians to our campus. And just as Houston provides cultural experiences for our students, we provide cultural opportunities for Houston. I mentioned at lunch today the remarkable Shepherd School orchestra, but the truth is that there is some performance by these talented young people almost every day. Our art gallery, though small, provides a unique space in Houston for installation art.

In short, we cannot allow our hedges to be barriers either for the engagement of our students with Houston or the engagement of Houston with Rice. The hedges that define our campus should be appreciated primarily for their aesthetic beauty. By placing sprigs from them tonight on the tables as centerpieces, we hope to symbolize an acceleration of the process of achieving a more open and welcoming relationship between our great university and this vibrant city.

But just as Rice was engaged with Houston from the beginning, so too was it envisioned as a university with an international perspective and an international contribution to make. Prior to assuming the presidency at Rice, Lovett made a world tour in which he visited the distinguished universities of England, France, Germany, and Japan, among others. Those visits played an important role in the conceptualization of the Rice Institute, and in particular, in the decision to make it into a broad-based research university. At the ceremony founding the university, scholars from all over the world participated, and a number of the first professors recruited were from abroad.

Thus just as the hedges must not be our campus boundary, neither must the boundaries of Houston, our state, or our country. We are very pleased tonight to welcome so many consular officials to this dinner who represent countries from all over the world. Through them, and our international companies and institutions, Rice's access to Houston facilitates our access to the world. The size of the consular corps, the third largest in the country, continues to expand steadily. It is one of the most striking proofs of Houston's growth in global importance and its recognition as an international city. Your presence here tonight signifies the important role you play as cultural bridges to our community and to our region, together weaving a network that ties Houston and Rice into the world.

Rice's international orientation is reflected today by our partnerships with universities in France, England, Mexico, Japan, Hong Kong, Singapore, Turkey, South Africa, Australia, and Germany. The research of our faculty spans the globe—from the preservation of language spoken by people in the Nilgiri Mountains in Southern India to investigations of the origins of life in Mexico's hot springs, from research on employee creativity in Korea to studies of international accounting standards in Canada and Australia, and from explorations of Islamic finance principles to research on the ice sheets of Antarctica and the Arctic Ocean.

The Baker Institute of Public Policy creates a central link for Rice to the most pressing international issues of the day. The foreign policy agenda of the Baker Institute includes efforts addressing regional conflict resolution, important work in the Middle East and North Africa, debating key North-South issues through the Institute's Americas Project, understanding the culture of the emerging middle class in China through the Transnational China Project, and analyzing the geopolitical framework of energy supply and security issues in the Gulf and the Caspian Sea Basin.



These programs and our students benefit greatly from the visits of world leaders who come to Houston and to the Rice campus to engage in discussions of these complex questions.

We seek to bring the world to our students, through the research of our faculty as well as the growing presence of international students and professors; we bring students and scholars from eighty-seven countries to Texas. We also seek to deliver our students to the world in the form of study-abroad initiatives. By graduation, 42 percent of Rice undergraduates have had Rice-sponsored international experiences in countries quite literally around the globe and in every habitable continent. For these efforts, Rice University was honored by the Institute for International Education last year for “garner[ing] national and international prominence . . . in the country and the world.”

Thus, from the time of its founding, Rice has served as an international “port” in Houston through which art, ideas, and people from around the world flowed into Texas. It is imperative that we continue in this tradition at a time of increasing global interconnection and complexity.

Well, this brings to an end my inauguration speech, and indeed, we approach quickly the end to the inauguration festivities altogether. I thank you all again for making these events so special for Rice and for me and my family. It has been a wonderful day. Tomorrow perhaps we will take some time off, but Monday we begin anew to continue building a great university that contributes both here in Houston and around the world.

A long and hearty Houston applause erupted, and good conversation and warm feelings accompanied the delicious meal that was artistically presented:

Field greens salad with cotija cheese and teardrop tomatoes

Veal chops and crab stuffed shrimp

Couscous pilaf with herbs

Julienne of red and yellow peppers, squash, and carrots

Dessert trio of truffle cake, pecan caramel torte, and lemon curd and berry tart

At the conclusion of the dinner, guests were treated to a wonderfully invigorating and virtuosic piano performance by Jon Kimura Parker of the Shepherd School of Music of two works, Franz Schubert’s “Impromptu in G Flat Major, op. 90, no. 3,” and “Fantasy on ‘Wizard of Oz,’” by William Hirtz, based on original music by Harold Arlen. With that, the evening came to a happy end. Rice had its seventh president, David W. Leebron, the entire Rice community had duly celebrated his investiture in the office, and, that evening at least, all seemed right with the world.



*President David W. Leebron*





*Chief Marshal William L. Wilson, Jr., leads Rice Board of Trustees Chair E. William Barnett and other board members to the summoning ceremony.*



*E. William Barnett reads the Summons to David Leebron while Daniel Leebron, Y. Ping Sun, and Merissa Leebron observe.*

*President Leebron, Keith Cooper, Joanna Papakonstantinou, and Linda Torcson at the staff reception*





*Susan Baker, the Honorable James A. Baker, III, and President LeBron at the delegates' reception*

*Marshal Hally Beth Poindexter with trustees and faculty*



*Mace-Bearer Emeritus Robert L. Patton prepares for the processional.*





*Chief Marshal  
William L. Wilson, Jr.,  
bears the Rice mace to the  
Investiture Ceremony.*

*Marie Speziale conducts the  
Shepherd School Brass Choir  
in playing the processional.*



*Marshals Bart  
Sinclair and  
Kathleen S.  
Matthews lead the  
processional.*



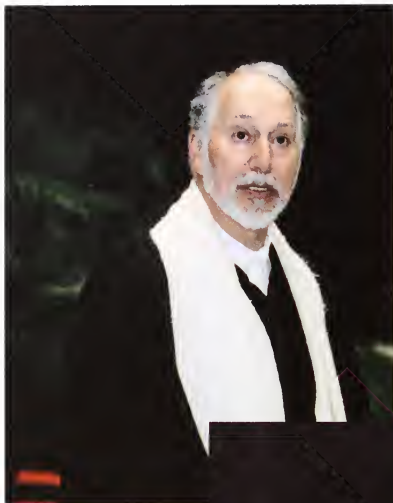
*Students process to the Investiture Ceremony.*



*Marshals lead college banner carriers.*

*Members of the Board of Trustees*





*Rabbi Roy A. Walter delivers  
the invocation.*



*Student Association president Derrick Matthews*



*Graduate Student  
Association  
president Joanna  
Papakonstantinou*





*Association of Rice Alumni president J. Kevin Bartol*

*Rice staff member Gloria Bean*



*Rice faculty member  
Robert L. Patten*



*The official summons and presidential medal*



THE BOARD OF TRUSTEES  
OF  
WILLIAM MARSH RICE UNIVERSITY  
HEREBY SUMMONS  
DAVID W. LEEBRON  
TO HIS INVESTITURE  
AS SEVENTH PRESIDENT OF THE UNIVERSITY  
AT HALF PAST NINE O'CLOCK  
ON SATURDAY, THE SECOND OF OCTOBER  
TWO THOUSAND AND FOUR  
MAIN ACADEMIC QUADRANGLE

*E. William Barnett*

CHAIR  
BOARD OF TRUSTEES



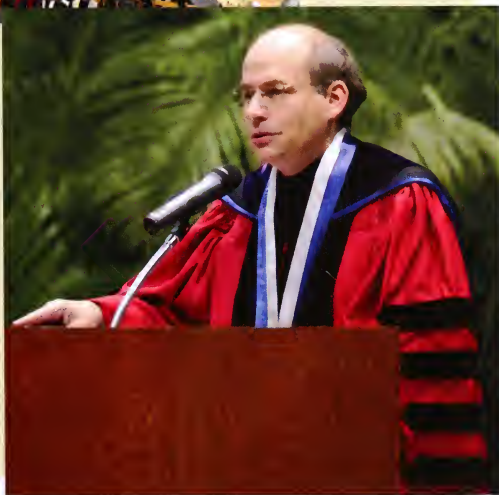


*President Leebron  
receives congratulations  
from Rice Board of  
Trustees Chair  
E. William Barnett.*



*The Investiture  
Ceremony audience*

*President Leebron  
delivers his inaugural  
address.*





*Rev. Helen Havens delivers the benediction.*

*President David W. Leebron with delegates Betsy J. Leebron and Fred Leebron*



*Delegates Ralph O'Connor, Becky Gorman, and George Rupp*



*Rice University presidents, past and present. David Leebron,  
Norman Hackerman, George Rupp, and Malcolm Gillis*



*David Leebron, Norman Hackerman, George Rupp, Charles W. Duncan, Jr., E. William Barnett, and Malcolm Gillis*

*President Leebron  
at the student and  
alumni reception*



*Y. Ping Sun and  
the Honorable James  
A. Baker, III at  
the inauguration  
luncheon*

*Mayor Bill  
White addresses  
inauguration  
luncheon guests.*



*President LeBron  
and guests at  
inauguration  
luncheon*

*Cynthia and J.D. Bucky Allshouse, Y. Ping Sun,  
and David LeBron at the inauguration dinner*







*Board of Trustees Chair E. William Barnett, Y Ping Sun,  
and Peggy Barnett*

*The Leebron Family*





*George Rupp and Kathleen Matthews*

*Ralph O'Connor and William and Stephanie Sick*



*Russell and  
Yvonne Price and  
Elizabeth Kidd*







*Rev. William Lawson delivers the invocation.*



*John B. Boles addresses guests at the inauguration dinner.*

*Jon Kimura Parker entertains the inauguration dinner guests.*



# DELEGATES OF INSTITUTIONS OF HIGHER LEARNING

1187	University of Oxford	Maryana Iskander
1209	University of Cambridge	James A. Passamano
1583	University of Edinburgh	Virendra Oza
1636	Harvard University	Gary L. Rosenthal
1693	College of William and Mary	Evelyn Thomas Nolen
1701	Yale University	Robert E. Brodsky
1740	University of Pennsylvania	D. Michael Crow
1743	University of Delaware	Sandra Dunphy
1746	Princeton University	Elizabeth Hay Haas
1754	Columbia University	George Rupp
1769	Dartmouth College	John W. Elsenhans
1773	Dickinson College	Amy Dinkins Allen
1780	Transylvania University	Susan H. Boone
1785	University of Georgia	Susan Lynette Duncan
1787	Franklin & Marshall College	David H. Lehman
1787	University of Pittsburgh	John N. Seitz
1789	University of North Carolina at Chapel Hill	Richard Fuller Callaway
1791	The University of Vermont	Susan Boardman Russ
1793	Williams College	Joan T. Neuhaus
1794	Bowdoin College	William J. Osher
1794	University of Tennessee	Steve Ward
1800	Middlebury College	Eduardo C. Bejar
1801	University of South Carolina	Laurence W. Kellner
1813	Colby College	Lewis Krinsky
1815	Allegheny College	Thomas L. Baxter III
1817	Harvard Law School	Roy Lemuel Nolen
1819	Centre College	Kevin Risley
1819	Colgate University	James A. Sowers
1820	Indiana University	Marjorie Corcoran
1821	George Washington University	Sebastian Filgueira
1822/1908	Hobart and William Smith Colleges	Lindley E. Doran
1825	Centenary College of Louisiana	Valerie Moore
1826	Furman University	Emilyn C. Sanders
1827	Hanover College	Frank M. Fisher
1827	University of Toronto	Nick Oweyssi
1829	Illinois College	Elgin E. Wells
1830	University of Richmond	Edward Nininger
1831	New York University	Fred S. Zeidman
1831	Wesleyan University	Christian Holmes
1832	Gettysburg College	Fred Leebron
1832	Wabash College	David J. Schneider
1833	Haverford College	Noble Novitzki

1833	Kalamazoo College	Richard E. Yehle
1833	Oberlin College	John Bryant
1833	Stephens College	Gayle Bentsen
1834	Tulane University	Robbert W. Vorhoff
1835	Marietta College	Cynthia A. Reece
1837	Knox College	Dean J. Mento
1837	Mount Holyoke College	Kathryn L. E. Rabinow
1838	Duke University	Roswell Vaughan
1840	Southwestern University	James V. Walzel
1841	Manhattanville College	Carmelo Comberiati
1841	Samford University	Phillip Tiegerman
1842	Hollins University	Caroline Crawford Maryan
1842	Mary Baldwin College	Cynthia Knight Wier
1842	Ohio Wesleyan University	Glenn A. Kittinger
1843	College of the Holy Cross	Sarah K. Maytum
1845	Baylor University	Mary Chavanne-Martin
1845	University of Mary Hardin-Baylor	L. Adrienne Bonham
1845	Wittenberg University	Deborah Nelson-Campbell
1846	Grinnell College	David S. May
1847	The University of Iowa	David J. Kirkpatrick
1847	Lawrence University	Steven C. Kumbalek
1848	Rhodes College	Stratton Hill
1848	University of Mississippi	Holly Reynolds
1848	Muhlenberg College	Nancy G. Boles
1849	Austin College	Mary Gwen Hulsey
1850	Hiram College	John W. Cassidy
1850	Illinois Wesleyan University	Richard B. Jacobs
1851	Northwestern University	Oswaldo Gotera
1851	Ripon College	Sandy Deabler
1851	University of Minnesota	Lawrence J. Maun
1852	Tufts University	Allen B. Potvin
1853	Washington University	Hans Mayer
1854	Lon Morris College	Clifford Lee
1855	Bates College	William C. Beisswanger
1855	Elmira College	Paula Howe
1857	Saint John's University	Paul L. Loeffelholz
1857	Sewanee: The University of the South	Rufus Wallingford
1858	Iowa State University	Joseph Flanagan
1860	Augustana College	Janice Carlson Gordon
1860	Bard College	Anina Moore
1861	Vassar College	Susan Abel Lieberman
1862	Gustavus Adolphus College	Jeff L. Marshall
1864	Swarthmore College	Amy Cheng Vollmer
1864	University of California, San Francisco	A. Eugene Washington

1864	University of Denver	Amelia Ribnick Kleiman
1864	University of Kansas	Allyn W. Risley
1865	Cornell University	Laura Ling Hsu
1865	Indiana State University	Kamlesh Lulla
1865	Lehigh University	Nicholas Zettlemoyer
1865	Oberlin Conservatory of Music	David Boe
1865	University of Maine	Richard B. Clark
1866	Carleton College	Mary Watson
1866	College of Wooster	William Wilson
1866	Towson University	Joseph Cummiskey and Betty Cummiskey
1869	Purdue University	Thomas N. Farris
1869	Trinity University	Philip A. Wetz
1870	Syracuse University	Melanie Gray
1870	Wellesley College	Mrs. Trayton G. Davis
1871	Christian Brothers University	John W. Clark Jr.
1871	Smith College	Isabel Brown Wilson
1871	State University of New York at Geneseo	Geoffrey G. Roberts
1872	Paul Quinn College	Weldon J. Walton
1872	Virginia Polytechnic Institute and State University	Mark Embree
1873	Texas Christian University	John. T. Wooldridge
1873	Vanderbilt University	Eugene H. Vaughan
1876	Johns Hopkins University	Ralph S. O'Connor
1876	Prairie View A&M University	Ikhlas Sabouni
1876	Texas A&M University	Tonya Spell
1878	Creighton University	Gregory J. Micek
1880	University of Southern California	William R. Howey
1881	Marquette University	John Chirichigno
1881	Tuskegee University	Freddie L. Richards
1881	University of Connecticut	Arthur Ellsworth Fitts III
1881	University of the Incarnate Word	Karen Ottis Murray
1883	The University of Texas at Austin	Sheldon Ekland-Olson
1884	Temple University	Betsy J. Leebron
1885	Bryn Mawr College	Margaret K. Klineberg
1887	Clark University	Joanne Witt
1887	North Carolina State University	Keith A. Harrison
1887	Occidental College	George Bole
1887	Teachers College, Columbia University	Hally B. W. Poindexter
1888	New Mexico State University	Linda F. Riviera
1888	University of Puget Sound	Andy Aweida
1889	Agnes Scott College	Cathy Oliver
1889	Barnard College	Nancy McGregor
1889	Clemson University	Margaret Boulware

1889	Howard Payne University	Evelyn Romig
1889	Manchester College	Harold D. Chapman
1889	Texas A&M University–Commerce	W. Joseph Webber
1889	University of New Mexico	Becky Gorham
1890	University of North Texas	Jared Hazelton
1890	Washington State University	Anne E. Lincoln
1891	Randolph-Macon Woman’s College	Mary Catherine Miller
1891	Stanford University	Ellen Ochoa
1891	Texas Lutheran University	L. Wayne Feller
1892	University of Chicago	Peter R. Hartley
1893	American University	Marc Geller
1893	University of Montana	John Heggers
1899	Appalachian State University	E. Seth Jenks
1899	Tarleton State University	John P. Idoux
1899	Texas State University–San Marcos	Kelly Frels
1900	Baylor College of Medicine	Peter G. Traber
1900	University of Louisiana at Lafayette	Philip J. Burguières
1901	Texas Woman’s University	Jean Spencer
1906	Abilene Christian University	David Gotcher
1909	Arkansas State University	John A. Woodside
1910	Kent State University	Peter Shultz
1911	Reed College	Jeffrey Noebels
1911	Skidmore College	Diane Kendall
1911	Southern Methodist University	Geoffrey C. Orsak
1918	Douglass College, Rutgers University	Carmen Twillie Ambar
1921	Rosemont College	Kimberly Marie Johnson
1923	Lamar University	Victoria Price
1923	McMurry University	C. Girvin Harkins
1923	Rowan University	Cindy Vitto
1923	Schreiner University	Tim Summerlin
1923	South Texas College of Law	James J. Alfini
1925	University of Miami	Vincent C. Hennessy
1925	Xavier University of Louisiana	Elaine Parker Adams
1927	University of Houston System	Nancy B. Rapoport
1928	Angelo State University	David Bixler
1928	Sarah Lawrence College	Lois Stark
1936	Lee College	Martha Ellis
1937	Pepperdine University	Terry Giles
1942	Fairfield University	Todd Spillane
1943	Tecnologico de Monterrey	Alberto Bustani
1943	University of Texas Southwestern Medical Center at Dallas	Gordon Green
1944	University of California at Santa Barbara	Robert Englebreton
1946	Claremont McKenna College	Bradley Childers

1947	Texas A&M University–Corpus Christi	Sandra S. Harper
1947	University of St. Thomas	Robert R. Ivany
1952	Huston-Tillotson College	Nadine F. Jenkins
1955	Harvey Mudd College	Jon C. Strauss
1955	New York Institute of Technology	John Keville
1957	Cabrini College	Juliana Chiang
1960	Houston Baptist University	Richard D. Parker
1960	New College of Florida	Maribeth Clark
1962	NED University of Engineering & Technology	Shamsul Haque
1962	Punjabi University	O. P. Verma
1962	Texas A&M University–Galveston	Thomas Schmalz
1969	Universidad de Monterrey	Arnaud Chevallier and Mario Alanis
1969	University of Alabama at Birmingham	Jane Van Hsieh
1969	The University of Texas, Dallas	R.M. Lockerd
1972	The University of Texas Health Science Center	Stanley Schultz
1973	University of Houston, Victoria	Joseph Ben-Ur
1973	The University of Texas of the Permian Basin	R. Douglas Spence
1983	Houston Graduate School of Theology	Keith A. Jenkins
1999	International University Bremen	Howard Resnikoff

# DELEGATES OF LEARNED AND PROFESSIONAL SOCIETIES AND OTHER INSTITUTIONS

1743	American Philosophical Society	Norman Hackerman
1776	Phi Beta Kappa Society	David Carlson
1780	American Academy of Arts and Sciences	James L. Kinsey
1839	American Statistical Association	J. Lynn Palmer
1852	American Society of Civil Engineers	William P. Henry
1857	American Institute of Architects	David H. Watkins
1863	National Academy of Sciences	Robert F. Curl
1878	American Bar Association	Nancy B. Rapoport
1880	American Society of Mechanical Engineers International	Keith B. Thayer
1883	Modern Language Association of America	Debra D. Andrist
1885	Tau Beta Pi	William L. Wilson
1886	Sigma Xi, the Scientific Research Society	Millicent Goldschmidt
1888	American Historical Association	Martin Wiener
1888	American Mathematical Society	Frank Jones
1892	American Psychological Association	Hilda Julia Hannay
1895	Southern Association of Colleges & Schools	Martha Ellis
1899	American Physical Society	G. King Walters
1899	Phi Lambda Upsilon	Joe W. Hightower
1902	American Anthropological Association	Susan McIntosh
1904	Eta Kappa Nu	Matthew W. Prucka
1905	American Sociological Association	William Martin
1907	Organization of American Historians	Allison Sneider
1908	American Institute of Chemical Engineers	Robert Goodmark
1912	Association of Collegiate Schools of Architecture	Rafael Longoria
1916	American Accounting Association	Stephen A. Zeff
1919	American Geophysical Union	Edgar Bering
1920	Houston Philosophical Society	Michael M. Carroll
1924	Linguistic Society of America	Masayoshi Shibatani
1928	Association of American Rhodes Scholars	Maryana Iskander
1934	American Musicological Society	Marcia J. Citron
1934	National Society of Professional Engineers	Elbert W. Link
1934	Southern Historical Association	Randal L. Hall
1958	Jung Center of Houston	Mary Jane Taegel
1960	American Society for Cell Biology	Kathleen M. Beckingham
1964	National Academy of Engineering	Kenneth Kennedy
1965	Independent Colleges and Universities of Texas	Carol L. McDonald
1968	Thomas J. Watson Fellowship Program	Beverly J. Larson
1979	Center for Advanced Study in the Visual Arts, National Gallery of Art	Linda Neagley



## LETTERS AND CERTIFICATES OF CONGRATULATIONS

Agnes Scott College  
Alfred University  
Amberton University  
Appalachian State University  
Arkansas State University  
Augustana College  
Austin College  
Auxiliary Bishop of Galveston-Houston  
Babson College  
Baylor University  
Beloit College  
Bennington College  
Berry College  
Boise State University  
Brandeis University  
Brigham Young University  
California Polytechnic State University  
California State University,  
Dominguez Hills  
California State University, Los Angeles  
California State University, Northridge  
California State University, Stanislaus  
Centre College  
Claremont Graduate University  
Claremont McKenna College  
Clark Atlanta University  
Clark University  
Clemson University  
Colgate University  
College of Santa Fe  
College of Staten Island, City University  
of New York  
College of William and Mary  
College of Wooster  
Colorado State University  
Columbia University  
Connecticut College  
Dartmouth College  
Davidson College  
Denison University  
DePauw University

Dickinson College  
Emory University  
Emporia State University  
Episcopal Theological Seminary  
of the Southwest  
Fairleigh Dickinson University  
Florida International University  
Follett Higher Education Group  
Franklin and Marshall College  
Gakushuin University  
Gallaudet University  
Goucher College  
Grambling State University  
Gustavus Adolphus College  
Hampden-Sydney College  
Harvard University  
Hendrix College  
Hope College  
Idaho State University  
Illinois Wesleyan University  
Indiana State University  
Indiana University  
Iowa State University  
James Madison University  
John Marshall Law School  
King Faisal University  
Knox College  
Kyoto University  
La Salle University  
Lake Forest College  
Lehman College  
LeTourneau University  
Lewis & Clark College  
Loras College  
Loyola College in Maryland  
Lubbock Christian University  
Macalester College  
Marietta College  
McDaniel College  
McMurry University  
Mercer University

Meredith College	Skidmore College
Middlebury College	Slippery Rock University
Millersville University of Pennsylvania	Smith College
Mills College	Southern California Institute
Millsaps College	of Architecture
Mississippi State University	Southwestern Adventist University
Montana State University	Southwestern University
Muhlenberg College	Springfield College
Nagoya University	St. John's College
National Academy of Engineering	St. Mary's College of Maryland
National Taiwan University	St. Olaf College
Nebraska Wesleyan University	State University of New Jersey, Rutgers
New York Institute of Technology	State University of New York
Northern Illinois University	at Fredonia
Northwestern University	State University of New York at Buffalo
Ohio State University	State University of New York College
Old Dominion University	at Cortland
Paul Quinn College	State University of New York College
Peace College	at Old Westbury
Pepperdine University	State University of New York at Oswego
Pitzer College	State University of New York at Potsdam
Pomona College	Stephens College
Pratt Institute	Stetson University
Princeton University	Svenska Akademien
Providence College	Tecnologico de Monterrey
Queen's University at Kingston	Temple University
Queen's University Belfast	Texas A&M University Kingsville
Randolph-Macon Woman's College	Texas Christian University
Ripon College	Texas Southern University
Roanoke College	Texas State House of Representatives
Rollins College	Texas State Senate
Roosevelt University	Texas State University San Marcos
The Royal Society	Texas Tech University System
Saint John's University	Texas Woman's University
Salve Regina University	Towson University
San Diego State University	Trinity College
Santa Clara University	Truman State University
Scripps College	Tufts University
Seattle Pacific University	Tulane University
Secretary General of the	Universidad de Monterrey
United Nations	Universidad de Salamanca
Sewanee: The University of the South	Universitas Indonesia
Silesian University of Technology	Universite de Montreal
Simpson University	University College London

University of Arkansas at Little Rock  
University of California, Davis  
University of California, Irvine  
University of California, Los Angeles  
University of Cape Town  
University of Central Arkansas  
University of Chicago  
University of Cincinnati  
University of Crete  
University of Dayton  
University of Edinburgh  
University of Georgia  
University of Hawaii, Manoa  
University of Houston  
University of Illinois  
University of the Incarnate Word  
University of Iowa  
University of Kansas  
University of Kentucky  
University of Maine  
University of Mary Hardin-Baylor  
University of Maryland  
University of Maryland Baltimore County  
University of Massachusetts Amherst  
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University of Minnesota  
University of Montana  
University of Munich  
University of New Mexico  
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University of Notre Dame  
University of Oregon  
University of Pennsylvania Law School  
University of Pennsylvania, Philadelphia  
University of Pittsburgh  
University of Rhode Island  
University of Richmond  
University of South Alabama  
University of South Dakota  
University of South Florida  
University of St. Thomas  
University of Texas at Tyler  
University of Toledo  
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University of Vermont  
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University of Wales  
University of Wisconsin  
University of Zurich  
Utah State University  
Vanderbilt University  
Vassar College  
Virginia Commonwealth University  
Waseda University  
Washington State University  
Washington University  
West Texas A & M University  
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## PART II

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### *Historical Background*





## A BRIEF HISTORY OF RICE UNIVERSITY

On October 10–12, 1912, representatives of the world's leading universities and learned societies gathered to attend an academic festival formally celebrating the inauguration of the William Marsh Rice Institute for the advancement of "literature, science, and art." The facilities were modest—only five buildings—but the dream was bold. The Rice Institute was intended not to be merely a regional technical school but a university of world-class stature.

William Marsh Rice, founder of the Rice Institute, was born March 14, 1816. In 1838 he left his native Springfield, Massachusetts, and moved, first to Galveston, and then to Houston, three years after its founding, in search of his fortune. In a span of thirty years, he expanded a small merchandizing business into a trading empire.

Rice married twice, but he survived his spouses and remained childless. In 1891 he chartered the Rice Institute, a university of "the first class," to be located in the city that had provided his start in business. He selected the first Board of Trustees, headed by one of his attorneys, Captain James Addison Baker, but work—at Rice's direction—on the new institute was to begin only after Rice's death.

His death came unexpectedly, on September 23, 1900. Even more unexpected was the subsequent appearance of an alternate will that named lawyer Albert T. Patrick beneficiary of the majority of Rice's fortune. Captain Baker, suspicious of the circumstances of Rice's death and of the alternate will, launched an investigation that culminated in an admission by Rice's valet, Charles Jones, that he had murdered Rice as part of Patrick's plot to gain control of Rice's estate. Jones earned immunity from prosecution by providing state's evidence, while Patrick was convicted of murder and sent to prison at Sing Sing.

Captain Baker's quick action helped clear the way for the institute to fulfill its charter's mandate, and the trustees set about finding the right person to bring Rice's wish to fruition. In 1908, acting on the recommendation of Woodrow Wilson, then president of Princeton University, the trustees named Edgar Odell Lovett as the first president of Rice.

Lovett called for the establishment of a university that would place "no upper limit to its educational endeavor." His first initiative was to embark on a worldwide tour of major institutions of higher learning to gather ideas for shaping Rice and to select the original faculty from outstanding universities around the world.

The Rice Institute opened on September 23, 1912, with 12 faculty members and a first-year class of 48 men and 29 women, with Lovett greeting each student by name. Several weeks later the ambition of the new university was announced to the world by an elaborate academic festival. At its first commencement, held in 1916, the institute awarded 27 BAs, 8 BSs, and 1 MA. It awarded its initial PhD in 1918.

In the years since Edgar Odell Lovett, many things have changed at Rice. In 1960 the institute was officially renamed Rice University, and today its serene campus is a sylvan oasis amid the bustle of a city that has grown to be one of the nation's leading business, scientific, medical, and cultural centers. The campus is home to approximately 70 buildings and 4,000 trees, and the university employs

more than 500 faculty members and boasts an enrollment of approximately 2,850 undergraduates and 1,950 graduate and professional students representing all fifty states, nations from all over the world, and all racial and ethnic groups.

Though Rice has seen growth in facilities, academic disciplines, student numbers, and international stature, the spirit of the university remains true to the vision first articulated by President Lovett. It is characterized by its small size, gifted student body, low tuition, distinguished faculty, acclaimed research, and handsome campus.

The highly regarded traditions of Rice—from the Honor System, adopted by student vote in 1916; through the residential college system, inaugurated in 1957; to the academic dedication of the most newly admitted student at Rice—all add up to a university “of the first class.” The reputation of Rice and of its more than 45,000 alumni continues to grow as the university nears its centennial.

## THE PRESIDENTS OF RICE UNIVERSITY

**Edgar Odell Lovett** (1908–1946) accepted appointment as Rice’s first president in January 1908. He resigned in May 1941 but because of World War II continued to serve through February 1946. He received his BA from Bethany College and doctorates from the University of Virginia and the University of Leipzig. He was professor of mathematics and chair of the Department of Astronomy at Princeton University before coming to Rice. He largely shaped the institution we know today.

**William Vermillion Houston** (1946–1960) took office as Rice’s second president in March 1946 and was formally inaugurated in April of the following year. Educated at Ohio State University (BA, BS, and PhD), he was professor of physics at the California Institute of Technology before coming to Rice. During his administration graduate enrollment increased and there were two major waves of construction on campus, including Fondren Library and the development of the College System. President Houston (pronounced how-ston) resigned in 1960 because of poor health.

**Kenneth Sanborn Pitzer** (1961–1968) was named president of Rice in July 1961 and inaugurated in October 1962 during the elaborate sesquicentennial ceremonies of the university. Pitzer earned his BS at the California Institute of Technology (where he took a course from William V. Houston) and his doctorate from the University of California at Berkeley. At Berkeley he rose to become professor and dean of the College of Chemistry prior to accepting the presidency of Rice. Pitzer significantly enhanced the graduate programs and research, pushed the legal changes to the charter that allowed the charging of tuition and the admission of African Americans, and developed the first capital fund campaign in the university’s history. He resigned in September 1968 to become president of Stanford University.

**Norman Hackerman** (1970–1985) was appointed Rice's fourth president in April 1970 and was formally inaugurated in September 1972. He received both his AB and his PhD degrees from Johns Hopkins University and served as professor of chemistry and president of the University of Texas at Austin before assuming the presidency of Rice. Both the Shepherd School of Music and the Jones Graduate School of Administration (later changed to Management) were established during his administration. He carefully oversaw the university budget so as to live more nearly within endowment income. Both undergraduate and graduate enrollment increased. Hackerman retired in June 1985.

**George Erik Rupp** (1985–1993) took office as the fifth president of Rice in July 1985 and was inaugurated the following October. Educated at Princeton (AB), Yale (BD), and Harvard (PhD), Rupp was Lord O'Brian Professor of Divinity and Dean of the Divinity School at Harvard before coming to Rice. During his tenure at Rice the number and influence of interdisciplinary research institutes increased significantly, graduate enrollment grew, the number of faculty increased markedly, and perhaps most importantly, in a wide range of ways the ambitions of the university were greatly augmented. Rupp resigned effective June 30, 1993, and subsequently became president of Columbia University.

**S. Malcolm Gillis** (1993–2004) became the sixth president of Rice on July 1, 1993, and was inaugurated October 30, 1993. He was educated at the University of Florida (BA, MA) and the University of Illinois (PhD). Before coming to Rice, he taught at Harvard and Duke, where he served as professor of economics and public policy and was the first dean of the Graduate School and vice provost for Academic Affairs, and then the dean of the Faculty of Arts and Sciences. President Gillis emphasized internationalizing the university in terms of students, faculty, and programs; embarked on a substantial building campaign that transformed the look of the campus; and initiated and completed a \$500 million capital campaign. Gillis's retirement as president of Rice took effect on June 30, 2004.

# RICE UNIVERSITY BOARD OF TRUSTEES, 2004

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## THE PRESIDENTIAL SEARCH PROCESS

In 1907, when there were neither faculty, students, nor alumni, a subcommittee of the Board of Trustees coordinated the search for the first president of the Rice Institute, though of course the entire six members of the board voted on the choice of Edgar Odell Lovett. When Lovett's tenure came to an end almost four decades later, the trustees asked the faculty to select three of its members to serve as an advisory body to assist them in their search for a new president. That process changed hardly at all fifteen years later following William V. Houston's retirement. When Kenneth S. Pitzer resigned in 1967, the trustees again established a faculty advisory body. But this time the faculty group was not consulted—neither for that matter were all the trustees—before the board in 1968 announced the choice of William H. Masterson, the former dean of humanities, as the fourth president of Rice. Faculty (and student) outrage was instantaneous, more for the violation of the process than for the actual choice. Masterson understood that the controversy made it impossible for him to serve effectively, so, putting the good of the institution (his alma mater) before his own ambition, he stepped outside. A somewhat chastened board then turned to Norman Hackerman, who by reason of his presidency of the University of Texas at Austin could hardly be seen as an inappropriate choice. After President Hackerman announced in 1984 his intention to retire the following June, the Board of Trustees, having learned well the lessons of 1968, developed a presidential search process that was soon heralded as a model for other universities to follow and that served the university well in its next three searches.

A search committee was established that consisted of three members of the Board of Trustees, three elected faculty representatives, three alumni members, an undergraduate and graduate member, and an administrative director. Trustee chair Charles W. Duncan, Jr., served *ex officio*. The entire group went on a retreat together in order to bond; it was quickly agreed that all member's votes would be counted equally, and a strong measure of mutual trust developed. In smaller groups of three or four, the entire search committee visited a number of presidents and other chief officers of major universities across the nation, interviewing them about their perceptions of Rice University and their sense of the qualities the search committee should seek in a new president. In so doing, the search committee members also educated themselves on what they should expect in a leader simply by interacting with the most prominent academic leaders in the nation. And of course the leaders they interviewed often suggested persons they should consider. The entire search was conducted in such a manner as to conceal the name of everyone considered: the committee had learned that often candidates will not let their names be considered or will withdraw if word gets out that they are even contemplating leaving their present position. As a result of this very careful process, the search committee selected George Rupp to be Rice's fifth president. In 1990 the Carnegie Foundation for the Advancement of Teaching published a report titled *Choosing a President* that warmly praised the Rice procedure and held it up as exemplary.

Upon Rupp's resignation in 1993, a similar process was used in the subsequent search that produced Malcolm Gillis, again with the chair of the Board of Trustees serving *ex officio*. The only change in the make-up of the search

committee was that this time there was a member representing the staff of the university. By having all the major constituencies of the university thus represented on the search committee, and by creating a genuinely consultative style, the entire university community trusted the judgment of the committee and subsequently the board choice of a president. In the search that followed Gillis's retirement, the process was tweaked in several ways. One, there were four board members and four faculty members, and the committee produced a carefully written "White Paper" that described the university as it existed in 2003 and suggested not only general goals for the future but also the characteristics desired of the next president.

This handsomely designed document, illustrated in stunning color photographs, proved to be a very effective promotion document. It more than caught the attention of potential candidates and helped persuade them to consider the Rice position. President Leebron, for example, credits the "White Paper" with initially convincing him that leadership of such a university was an academic opportunity of the first rank. That initial "hook" eventually led to his acceptance of the presidency of Rice. Because of the role the "White Paper" played in the search committee's success, and because it offers an accurate portrait of the university on the eve of President Leebron's tenure, its text is reprinted following the list of the members of the presidential search committee.

## PRESIDENTIAL SEARCH COMMITTEE

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# THE "WHITE PAPER"

## *The Context of Rice University*

Rice is a first-tier research university in the midst of a vibrant city. It is also an intimate and highly selective college located on a beautiful wooded campus. Compact in size, it has national and international reach and seeks to attract the most talented people by promoting, celebrating, and reaping the benefits of diversity. What accounts for this unusual combination of strengths? How did Rice get this way?

William Marsh Rice, an East Coast entrepreneur, chartered the Rice Institute in 1891. He saw Houston as a place of great promise and left his fortune to endow a nonsectarian coeducational institution that would be free to all students. The Institute opened in 1912 under the visionary leadership of Edgar Odell Lovett, a classically trained Princeton mathematician recommended to the trustees by Woodrow Wilson, then Princeton's president. Drawing on what Lovett learned during a nine-month tour of leading academic institutions from England to Japan, he transformed Mr. Rice's vague instructions into a blueprint for an exemplary university. He envisioned an institution "of the highest grade," one that would keep "the standards up and the numbers down," that would attract talented scholars from the best European and American universities, and that would enroll promising students "without regard to social background." It would use endowment income to pay both for buildings and for the costs of educating its students. These core values—high academic standards, small size, selectivity, and affordability—have been enhanced over the succeeding century.

Until 1965, Rice charged no tuition. Through major efforts to build the school's endowment thereafter, it has been able to offer a superior education at tuition levels much lower than comparable schools. During the past several decades, the university has allowed enrollment to grow only moderately while continuing to raise academic standards and expand diversity. Rice faculty members have, since the beginning, earned national and international accolades for their research and presentations. Most notably, in 1996 two professors whose entire careers have been spent at Rice received the Nobel Prize in chemistry. In keeping with Rice's expanding horizons, in the 1990s the Board of Trustees grew larger and more pluralist. Its members contribute diversified professional experiences and significant national and global influence. This evolution parallels the growing respect Rice has attained around the world.

Malcolm Gillis has announced that he will retire in June 2004 after a very successful decade as the university's sixth president. Following a well-deserved sabbatical, he will return as a University Professor, eligible to teach and do research in any department. Rice University is now launching the search for his successor. As part of the process, this paper defines the character of the university, outlines opportunities and challenges for the next decade, and describes briefly the qualities sought in Rice's next president.



## THE CHARACTER OF RICE UNIVERSITY

Six interrelated features contribute to Rice's unique character and establish a strong foundation for future success.

### *1. Advantageous size and location*

With 2,700 undergraduates, 1,850 graduate students, 1,500 staff, and approximately 510 full-time faculty as of fall 2002, Rice is the second-smallest member of the Association of American Universities. Its compact size fosters collaboration among people of different backgrounds, experiences, and interests. The campus is self-contained on 285 acres; renowned architects have designed the buildings and landscaping to provide a beautiful, pedestrian-friendly setting where casual interactions among people take place all the time.

Rice is closely connected to the resources of Houston, the fourth-largest city in the country. Just outside Rice's hedges are beautiful residential areas, many shops and restaurants, and the largest concentration of healthcare facilities in the world. Nearby are numerous nationally acclaimed museums and companies for the performing arts, major league sports arenas, and excellent public and private schools. More Fortune 500 companies are headquartered in Houston than in any other U.S. city except New York. Houston's business community, propelled by its characteristic entrepreneurial spirit, has diversified the city's economic base, stimulated enviable employment growth, and moderated local economic cycles. Rice uses the assets, energy, ideas, and technologies within the surrounding community to augment its own programs. The university also benefits immensely from its collaborative interactions with Houston's world-class arts organizations.

Over the last twenty years, Houston has become one of the nation's most ethnically and culturally diverse cities. Its population is 37 percent Hispanic, 31 percent European American, 25 percent African American, and 7 percent Asian American and other. The international mix is just as broad. With seventy-seven countries represented, Houston has the third-largest consular corps in the nation; it is home to more than eighty international business organizations and houses offices for half the world's largest foreign corporations. Houston's diversity represents a great strength for Rice, as people of different backgrounds and interests work together effectively in virtually all local, political, educational, professional, and social contexts.

### *2. Exceptional undergraduate program*

Rice enrolls undergraduates in six schools: architecture, engineering, humanities, music, natural sciences, and social sciences. It receives more than ten applications for each place in the freshman class. The university works hard and successfully to ensure the diversity of its incoming classes, selecting students on a "need-blind" basis. Students come from all fifty states and twenty-seven other countries. Among current undergraduates, 34 percent are people of color. A leading Hispanic journal ranks Rice second in the nation for recruiting and retaining Latinos. Since 1990, Rice has led American universities in the percentage of National Merit Scholars enrolling in the freshman class. And, as is well known, national publications consistently rate Rice a "best buy."

*Undergraduates enjoy a rich array of experiences.*

- Academically, over 90 percent of undergraduate classes are taught by full-time faculty members in small classes that take advantage of Rice's five-to-one student-faculty ratio. Nearly one-third of the student body studies abroad for a semester or a year. Furthermore, in recent years Rice has redoubled its efforts to involve undergraduates in research. By the time of graduation, many have worked with faculty in labs and studios, in the field, and in the library. Some have published in scholarly journals or delivered papers at professional conferences. Each year Rice holds a day-long Undergraduate Research Symposium. This event has become a hugely successful way of highlighting students' scholarly and creative accomplishments.

- Socially, students are, for their undergraduate years, assigned randomly to one of nine residential college communities. Each college has its own faculty associates, live-in Masters, student government, traditions, and fierce though good-natured rivalries with the other colleges. They field intramural teams, sometimes offer for-credit courses in areas outside the usual curriculum (this fall Baker College will offer a course on the history of Rice co-taught by the executive director of this search), manage their own student activities budgets, and provide a center for social life. There are no sororities, fraternities, or other closed social clubs at Rice. The college system is one of the features most often celebrated by students and alumni, who feel that the experience of being part of a small, diverse, inclusive community within the larger academic setting is invaluable and unforgettable.

- With respect to personal values, one of the university's most cherished traditions is the Honor System, begun in 1916. It requires students to help ensure the integrity of all examinations and assignments by adhering to a strict code of academic honor. The student Honor Council, whose members are elected annually by undergraduates and graduate students, administers the system. All undergraduates are members of the Rice Student Association, governed by a student senate that has campus-wide jurisdiction and oversees all undergraduate student organizations except the Honor Council and the University Court, which adjudicates nonacademic infractions. Leadership opportunities are not restricted to student government, however. Rice provides training in written, electronic, and oral communication and sponsors numerous leadership development activities and summer internships to aid students in their personal and professional growth.

- In extracurricular pursuits, undergraduates participate in a broad range of activities. From Habitat for Humanity and environmental clubs to tutoring programs and chemistry demonstrations at the Houston Museum of Natural Science, student-run projects encourage participation in civic affairs. Every semester there are dozens of lecture series on campus, at the James A. Baker III Institute for Public Policy and in the academic departments and schools, and there are frequent concerts by visitors to or members of the Shepherd School of Music. The colleges, music school, and Rice Players produce more than a score of full-scale plays and musicals each year; students, faculty, staff, alumni, and friends all get into the act.

The scope of these experiences gives undergraduates a solid foundation for their future lives and careers. At the end of their time here, virtually all Rice

graduates who apply win admission to graduate or professional schools, and 72 percent are accepted by their first choice, a figure far above the median and only slightly below the best among peer institutions. Since 1990, seniors have won three Rhodes, five Marshall, three Luce, four Beinecke, two Winston Churchill, and twelve Goldwater scholarships, and they have been awarded thirteen Mellon, twenty-three Watson, fifty-four Fulbright, and 231 National Science Foundation fellowships. In an independent survey of parents whose children attend thirty-one of the nation's most selective colleges and universities, Rice earned the highest ratings of schools nearly across the board, from application to graduation.

### *3. First-class research*

Research and graduate programs are essential to great universities. In addition to extending knowledge and fostering creativity and talent, these programs can also enhance undergraduate instruction. Only six years after Rice opened its doors, it awarded its first PhD. Today it is one of the sixty-two members of the Association of American Universities, the organization of leading research institutions in North America.

Rice is committed to excellence in carefully focused fields of graduate and professional study in the six schools that provide undergraduate instruction and in the Jesse H. Jones Graduate School of Management. The university has doctoral programs in thirty-one academic areas, as well as master's programs in architecture, business administration, and music. Rice draws graduate students from forty-four states and seventy-three foreign countries; its administration has taken a leading role nationally in trying to make the student visa process, after 9/11, as expeditious and considerate as possible. The university awards more than 100 doctoral degrees annually, along with nearly 400 master's degrees.

Rice's faculty includes thirty members of national academies, fifteen Guggenheim fellows, and nearly 200 additional fellows of national and international societies and institutes. Professors are active in seeking and finding external research support, and nearly 20 percent of the university's operating revenue derives from grants and contracts.

Rice sustains dozens of interdisciplinary centers and institutes, including the Baker Institute, the Institute of Biosciences and Bioengineering, the Center for Biological and Environmental Nanotechnology, the Computer and Information Technology Institute, the Environmental and Energy Systems Institute, the Keck Center for Computational Biology, the Center for Nanoscale Science and Technology, the Rice Quantum Institute, the Shell Center for Sustainability, and the Center for the Study of Cultures. These organizations conduct collaborative research and participate in interinstitutional partnerships with the Texas Medical Center, NASA, and multiple research consortia; they amplify the depth and breadth of Rice's research and teaching. Rice also sponsors prize-winning journals in architecture, economics, English, and history.

Graduate students live near campus in two university apartment facilities or elsewhere in the metropolitan area. They are encouraged to interact in academic, athletic, and social settings. Some labs and seminars mix undergraduates and graduates, and in some disciplines graduate students receive training in pedagogy and teach classes or labs. Since Rice does not, however, depend upon graduate students to teach introductory courses, they can focus more on their degree programs.

#### ***4. Nationally ranked professional schools***

Rice has been careful about adding professional schools. It has no graduate faculty of law, medicine, or theology. It does, however, offer advanced work in architecture, management, and music, and these are among the most distinguished of Rice's programs. The School of Architecture, ranked fourth nationally by 800 architectural firms, emphasizes design and urban environments and combines liberal arts education with preceptorships at premier architecture firms in the U.S. and abroad. The Jesse H. Jones Graduate School of Management, one of only two in the country that makes its matriculants apply their classroom learning in real business settings, also requires that each student take a course in entrepreneurship. Its national reputation has risen rapidly in recent years; it is now in the top 10 percent of all American business schools. And the Shepherd School of Music has, in the short space of twenty-seven years, become one of the most prestigious university-level music schools. Its international student body studies musicology, orchestral and keyboard performance, composition, conducting, and voice, and graduates have positions in the nation's premier orchestras, conservatories, and music academies.

#### ***5. Active participation in public service***

Members of the Rice community do not stay "behind the hedges." Outreach is extensive. The School of Continuing Studies offers the largest selection of noncredit arts and sciences courses in Texas, and its multitude of foreign language programs and instruction in English as a Second Language bring thousands of local residents and international students to Rice. The Advanced Placement Summer Institute is the largest, and among the best, in the nation. Rice also sponsors seventy-two educational outreach initiatives in Houston/Harris County and the Rio Grande Valley, ranging from kindergarten through grade twelve and involving scores of programs in professional development, science, and mathematics for classroom teachers and administrators. The management school offers customized noncredit courses for business and not-for-profit organizations. The Baker Institute has played a major role in bringing world leaders to campus for critical discussions of crucial issues and in advising the Clinton and Bush administrations on energy policy and the Middle East.

Rice's model of the compact private research university has proved so influential that the International University Bremen (IUB), the first private university in Germany, selected Rice as its template. With the encouragement and help of many at Rice, IUB has gotten off to a remarkable start and will serve as an example to others planning new institutions in the European Union and elsewhere.

#### ***6. Strong financial and organizational support***

The university enjoys a large and well-managed endowment; at a current value of \$2.8 billion (May 2003), it is the fifth-largest endowment per student among private American universities. Rice is nearing the successful completion of its first comprehensive fundraising campaign, which aims to raise \$500 million. While the university came late to the use of debt financing, in recent years it has issued approximately \$200 million in tax-exempt borrowings while retaining a triple A debt rating.

A strong balance sheet and prudent fiscal management enable Rice to sustain its tradition of offering an unsurpassed education at affordable cost. Rice still accepts outstanding students from a large, well-qualified applicant pool and meets their financial need. In the last decade, the university has renovated properties and infrastructures and constructed new facilities for engineering, humanities, natural sciences, the Jones School, the Baker Institute, and the residential colleges.

Rice's greatest resources are the people who work here. Operating within a lean structure, administration and staff rank high in capability and commitment. While Rice has only about 43,000 alumni, their loyal and energetic support enrich the school in many ways, not just financially. Moreover, the twenty-five trustees bring exceptional breadth of experience and perspective to their responsibilities. As citizens drawn from all over the world, they provide the university with contacts, ideas, and influence extending far beyond the hedges.

## THE OPPORTUNITIES AND CHALLENGES FOR RICE UNIVERSITY

The coming decade will set tough challenges for institutions of higher learning. Investment returns during this period are unlikely to match those of the 1990s. Slowing growth in endowment revenue, increasing competition for charitable dollars, and continuing reductions in federal support are likely to limit resource enhancement and income streams for higher education. Growing competition to attract and retain top faculty will constrain academic agendas. Major demographic shifts in the pool of university applicants will challenge institutions that have not prepared themselves. Rice is well equipped to deal with these trends and to capitalize on a number of potentially dramatic opportunities for advancement. The university has exceptional strengths and no substantial deficiencies in crucial areas. It also has leaders—among the trustees, faculty, administration, students, and alumni—who are ready to move forward. Finally, Rice's flexibility and collaborative culture give it the agility to adapt to rapidly changing conditions.

At this stage in its history, Rice can secure and enhance its position as a leading university by advancing the quality, distinctiveness, and impact of its research and graduate programs while maintaining and improving its admired undergraduate studies. There are three primary ways to make these gains.

### *1. By strengthening Rice's scholarship and research*

Rice aims to enhance its graduate programs and invest in key scholarly initiatives. It also seeks to become even more successful in attracting and retaining the best faculty. The university can strengthen its centers and institutes, thus bolstering the joint efforts of its faculty and students. Working through and alongside these existing organizations, Rice can undertake additional promising research initiatives and move programs already recognized for their quality to higher levels of visibility and impact. Significant efforts should be directed toward improving the library and its capacity to supply information resources.



## ***2. By leveraging the impact of this capability through collaborative partnerships with others***

Forming partnerships with external groups is a crucial strategy for advancing Rice's mission as a research university. At present the university sponsors more than eighty ongoing collaborations in biomedical fields with institutions in the adjacent Texas Medical Center (TMC). Rice faculty and facilities often complement the resources of the TMC, thus enhancing the benefits of collaboration for all participants. In addition, there are abundant openings for partnerships with business and government groups in such fields as energy, the environment, and, through NASA, space exploration. The collegial relations Rice enjoys with local museums, cultural centers, and arts organizations also provide possibilities for further educational and creative programs.

## ***3. By expanding the impact of teaching and scholarship both nationally and internationally***

In recent decades, Rice has transcended its size by augmenting its impact both nationally and internationally. Rice's professional schools have played important roles in extending the geographic reach and reputation of the university. The Baker Institute has attracted international attention to its programs that bridge the gap between theory and practice of public policy by drawing together experts from academia, government, the media, business, and nongovernmental agencies. Because of Rice's Gulf Coast location and Houston's trade and cultural exchanges with Central and South America, Rice has an exceptionally broad spectrum of opportunities to participate in addressing global issues and to amplify its involvement in international affairs.

In addition to advancing Rice's research mission, the new administration will take the lead in strengthening and adapting Rice's traditional areas of emphasis.

### ***1. Diversity***

America's future will be multiethnic, knowledge based, globally engaged, and gender equal. Rice is training the leaders for that future, one that will depend on people from different backgrounds, experiences, and orientations cooperating in ways that capitalize on the benefits of those differences. The university's commitment to diversity is unwavering but must become even more effective in practice.

Success in diversity demands sincere and consistent support from the top. The Board of Trustees, committed to inclusiveness throughout the university, has funded significant initiatives to promote and ensure this goal. The President's Council on Minority Affairs and the President's Council on Gay, Lesbian, Bisexual, and Transgendered Climate, both composed of students, staff, and faculty, meet monthly; the president chairs these and other advisory bodies that exert leadership and guidance in the institution's efforts to serve all communities. The provost has recently launched a survey on the institutional climate for female faculty members; the results will steer Rice in making further improvements in our policies and practices.

Along with leadership from the top, sheer imagination and determination

help to make diversity happen, a truth best illustrated by Rice's actions in admissions. The 1996 Hopwood decision compelled Rice to be the only highly selective private university in the nation that cannot consider race in admissions decisions and financial aid. In response, Rice developed and aggressively carries out compensatory initiatives. As a result of these efforts, Rice has restored undergraduate enrollments to pre-Hopwood levels—currently 11.3 percent Hispanic and 7.3 percent African American.

Over the next decade, Rice must address a number of diversity issues: How should it respond to the rulings on the University of Michigan affirmative action case? How can the university increase student diversity? What changes in policy and practice would make a more inclusive and supportive environment for diverse faculty? Rice does well, and with imagination, determination, and leadership, it can come even closer to realizing its goals of nondiscrimination and equal opportunity for all.

## ***2. Undergraduate colleges, facilities, and programs***

Because the undergraduate program is such a strong part of Rice's success, its future development must be assured. The residential college system, prominent even in the opening plans for the university but not realized until the 1950s, needs augmentation with respect to facilities and student support services. Recreational space in the gyms and on the fields could be improved. Finding and enrolling the best students will continue to be a challenge. Continuing to market Rice imaginatively, provide substantial support for teaching and research initiatives, keep Rice affordable, and reward outstanding achievements all will sustain Rice's core value—to provide an education second to none.

## ***3. Athletics***

The university pursues the classic ideal of a sound mind in a sound body. Almost 60 percent of Rice undergraduates engage in intramural sports, and almost 20 percent of all students take part in twenty-six club sports. Few schools can match this participation rate. A charter member of the Southwest Conference until it disbanded in 1996, Rice now fields fourteen Division I-A teams in the Western Athletic Conference; it is the smallest of all I-A schools. Rice has won twenty-one WAC championships; for much of the past year, the Rice baseball team has ranked first in the nation. The university takes seriously the academic performance of its athletes and has been recognized for its exemplary achievements in this area. For example, last year the NCAA noted that Rice had the highest graduation rate of student-athletes in Division I-A at 91 percent. The Rice board will continue to monitor the challenges and changes affecting intercollegiate sports and will seek ways to optimize the academics, competitiveness, and economics of its varsity sports program.

## ***4. Structural base***

Rice's financial and organizational bases are strong and crucial to success in its academic mission. Building on this strength in the future raises several issues: How should Rice diversify its revenue sources beyond endowment proceeds? How should it set priorities for facilities improvements during the next decade? Should it add more residential colleges, construct a convocation facility, and enlarge the



library? How can Rice alter its organizational structure so that it is more responsive and effective while staying lean? What is the right level and nature of staff infrastructure support?

Rice University owes its existence to the generosity of one man, William Marsh Rice, its founder, and the vision of another, Edgar Odell Lovett, its first president. Lovett established Rice's standards: "no upper limit to its educational endeavor," to be achieved by hiring "the best available instructors and investigators . . . wherever they may be found," by admitting the best students regardless of their financial means, and by inspiring the whole academic community to engage in the "vitalizing reaction of original investigation." As Rice approaches the centenary of the university's opening, it intends to build further on its legacy and achievement and take its rightful place in the company of the world's great institutions of higher education. Rice seeks someone who shares those goals and understands how to realize them.

## THE QUALIFICATIONS OF THE NEXT PRESIDENT OF RICE UNIVERSITY

Rice's seventh president must have professional qualifications and personal qualities compatible with the institution's unique characteristics, traditions, and aspirations.

### *Professional Qualifications*

- Above all, the president must be a leader—someone with the ability to inspire others, a collegial and consultative style, a belief in the power of teamwork, and a commitment to reaping the benefits of diversity and differences.
- The president will, in all likelihood, have a strong academic background. A doctorate or terminal professional degree is preferable. Different career histories could be applicable so long as the experiences the candidate has gained are appropriate to leading a highly selective national university.

Candidates should also demonstrate substantial capabilities in the following areas:

### *1. Heading a consultative administration*

To manage Rice's broad array of opportunities and deal effectively with external forces affecting the university, the president must be willing and able to ensure that, through consultation with all constituencies, the university makes tough decisions and choices fairly, resolves conflict equitably, and manages financial resources effectively.

### *2. Promoting intellectual excellence*

A president of Rice should not only embody intellectual excellence but also persuasively promote it as a core value of the institution.

### *3. Engaging in dynamic partnerships*

Rice's desire to increase the number of partnerships with other institutions locally, nationally, and internationally means that the president should be skilled at building rewarding interinstitutional relationships. Moreover, the president will be actively involved in articulating, to all Rice's constituencies, the goals and needs of the university and in asking for help to find the resources that will achieve those purposes.

### *4. Planning the future*

The seventh president, after extensive consultation, will lead the drafting of a statement about Rice's targets and trajectories for the next decade and then implement a coherent plan to achieve those goals.

### *5. Inspiring wide-ranging support for Rice's programs*

The president should enjoy and be good at engaging the whole range of interested parties—faculty, students, trustees, alumni, staff, friends, and partners in education, industry, business, government, and neighboring communities. Such engagement should produce enthusiastic support of Rice's vision for the future.

## *Personal Qualities*

The president must embody the values of Rice University and be able to live those values on a daily basis, possess the highest degree of integrity, and steadfastly promote the value of diversity and nondiscrimination. The successful candidate should be skilled in listening to others, respecting and understanding them, and communicating to all constituencies; exhibit a high energy level and enthusiasm for Rice; have the self-confidence to admit mistakes and move on; and possess a good sense of humor.



## PART III

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*Transition: Looking to the Future*



## A PROCESS FOR CHANGE

President David W. Leebron is very deliberative in how he goes about making decisions. He seeks input from a wide variety of sources, and at the very beginning of his tenure at Rice he discovered how valuable conversation with members of the Rice community could be. Hence it was almost predictable that as he began to consider a set of strategic proposals to direct Rice's future development and prepare for the 2012 centennial of its opening, he would seek to have discussions with a wide cross section of the Rice community. At the very beginning of his presidency he had announced Passport to Houston, a program that facilitated student involvement in the city's many cultural institutions. Thereafter he sought to expand that involvement to include the world beyond the city limits. Building on traditions of internationalism that had existed from the founding of the university and that recently had been re-emphasized, he wanted to develop new programs to engage the world and its diverse cultures. He wanted to rethink many givens about Rice, including its size, its mission, the role of research and public service, and the proper mix of undergraduate/graduate education.

The university has always been aware of its local situation and has grown and evolved its programs in response to need, opportunity, and ambition. It had begun as primarily an undergraduate institution with strength exclusively in the sciences, but the larger aim had always been to support the entire panoply of disciplines suggested by the original name of "The Rice Institute for the Advancement of Literature, Science, and Art." Founding president Lovett had even imagined that eventually the university would have a broad range of professional schools "in all the brainworking professions." Of course, plans change, evolve, and mature over time, and it is essential that universities constantly reevaluate, both building on traditional strengths and developing new areas of scholarship, teaching, and service that—again—need, opportunity, and ambition suggest are appropriate. President Leebron wanted to draw from the insights and advice of the larger Rice community as he thought about the future of the university, and he wanted to share his own ideas with that same community.

Universities are collaborative institutions, and academic leaders not only seek ideas from a wide constituency but also help shape consensus and seek support from its faculty, staff, students, alumni, and leaders in the surrounding community. As part of that intellectual enterprise, in June 2005 President Leebron initiated a process called Call to Conversation. To help focus discussion, he issued a document that raised a number of points and tentatively suggested responses and directions for future development at Rice. He met with representatives of every Rice constituency in dozens of venues, both on campus and at sites as diverse as Hong Kong, London, and Paris, participating with them in a thoughtful extended conversation about the university Rice should be as it approached the beginning of its second century. That Call to Conversation document is here reprinted, as is President Leebron's formal response in December 2005 to what became in effect an international colloquy on Rice in transition on the eve of its centennial. That response, in the form of a report to the Board of Trustees titled "A Vision for Rice University's Second Century," is also here reprinted, and it, along with the board's endorsement, concludes this volume on the beginning of President David W. Leebron's presidency of Rice University.

# THE CALL TO CONVERSATION

*from Rice University president David W. Leebron*

In the year since I assumed the presidency of Rice University, I have had the opportunity to speak with thousands of members of the Rice community—faculty, students, staff, alumni, parents, and supporters—as well as many other people in Houston and beyond who have an interest in the future of Rice. I have learned a great deal and am enormously optimistic about what Rice can contribute.

Institutions of higher education today, including Rice, confront a more dynamic and competitive environment than ever before. Success in that environment requires reevaluation, evolution, and change if we are to maintain the level of excellence and achievement for which we are known. It is therefore time to begin a more focused conversation about the questions we must address and the priorities we must set to build a plan for the time between now and the centennial celebration of Rice's opening in 1912.

We want to engage all members of our community in conversations about the fundamental issues that confront Rice. These conversations will occur in varied settings, formal and informal. We will use existing groups and scheduled meetings—for example, presidential visits and meetings with faculty, students, staff, and alumni—as well as meetings called specifically for this purpose. We hope to facilitate feedback from individuals and groups through a special interactive website (accessible only via a Rice-authenticated network connection at <http://www.rice.edu/c2c> for the campus community and <http://alumni.rice.edu> for our alumni community). In the summer and early fall, we plan to hear from our various constituencies on the topics raised in this document. In December, we plan to present for the Rice Board of Trustees' consideration a clear elaboration of Rice's goals and priorities for the decade to come.

Below I have outlined in seven broad topics the range of issues we should address. Although I have set forth some initial thoughts on these issues, I frame them largely as questions, an appropriate way to begin a dialogue. The ensuing discussions will significantly inform our thinking and planning. Our trustees and the deans of each of our schools naturally will assume leadership in this process. Our vision will be informed by what we learn from all segments of our community.

A document such as this necessarily focuses on areas of change. We are doing, and have done, many things at a high level of success. Moreover, strategic plans for many parts of our enterprise, especially those that rely largely on their own funding sources, will be developed primarily within those parts of our university. Thus, for example, the limited discussion here of our professional schools—architecture, management, and music—and our School of Continuing Studies should not be taken as an indication that these parts of our university are not essential elements of our future. And because the trustees of the university recently and comprehensively have addressed the question of intercollegiate athletics, that topic is not encompassed here.

## ***I. Our Fundamental Missions, Responsibilities and Aspirations***

From its beginning, our university has been dedicated to three missions: educating and preparing outstanding students for diverse careers and lives; contributing to the advancement of knowledge across a wide range of fields; and being of service to our city, our state, our nation, and our world.

Rice's existing mission statement, developed five years ago by the Faculty Council and adopted by the Board of Trustees, is:

*The mission of Rice University, shaped largely by its founder and the first president, is to provide an unsurpassed undergraduate education in science, engineering, the arts, humanities, and social sciences; to produce internationally distinguished scholarship and research and excellent graduate education in carefully focused areas; to insure that such an education remains affordable; to maintain the distinctive character of a community of learning that is relatively small in scale; and to serve the continuing educational needs of the larger community.*

Does this statement fully encompass the current and future missions of the university? If not, in what ways should it be modified to reflect the goals we should have before us? Does it make clear the importance of our mission as a research university dedicated to exploring the frontiers of knowledge and increasing human understanding? Does our mission statement adequately reflect our purpose and ambition of training leaders across a range of endeavors? How should our location in the city of Houston shape our aspirations and mission?

Each of the goals mentioned places on us certain responsibilities. How can we best identify and effectively respond to those core responsibilities? Within the context of these missions, how can we best define our aspirations?

Those aspirations must serve to distinguish us not merely in the high standards we set but in the ways we differentiate ourselves from other universities and institutions of higher learning. Our comparative advantages lie in our relatively small size, our emphasis on undergraduate education, our identification of important but focused areas of strength, the relative ease by which we can foster interdisciplinary study, and possibilities for excellence across the range of human knowledge and endeavor.

At Rice, we often quote Edgar Odell Lovett's statement about building a university "with no upper limit." That vision requires us constantly to set new aspirations and record new achievements and to build on existing strengths and establish new ones. Because we are small, the choices we make are extremely important. We must be prepared not only to begin new endeavors but, in some cases, to also reduce our commitment to areas that no longer serve our strategic aims well.

Rice is well poised to make its next leap, namely building multiple areas of outstanding research and teaching achievement, across all schools. I believe that if we act boldly and enlist others in our cause, we can build here in Houston, at Rice, one of the truly great and renowned universities of our nation.



## *II. The Size of Our University*

The size of our university is one of the most pressing issues and perhaps an important obstacle to further achievement. I believe we must grow to achieve our ambitions, but it must be growth within the context of remaining “relatively small in scale.” In light of our mission, our aspirations, our history, and our resources, what is the optimal size of our student body and faculty in the years ahead? Can we achieve the national and international prominence we seek in both teaching and research while remaining the smallest full-spectrum research university in the country? Can we grow and still retain our distinction as a small research university, with success in building interdisciplinary endeavors and creating a strong sense of campus community? How does our size affect our ability to serve Houston and Texas? Can we grow in a way that preserves the strength of our commitment to undergraduate education and, in particular, the direct role of professors, inside and outside the classroom, in that education? If we do grow, how shall we best allocate the resources and opportunities required for and generated by that growth?

A number of reasons suggest that some growth is desirable. Research universities require a substantial infrastructure, and that infrastructure is subject to certain economies of scale. Certain departments must grow if they are to achieve a national reputation, and there are new and important areas of teaching and research in which Rice must participate if it is to be competitive. To draw a national student body, we must also be able to attract employers from all over the country; that is a function of both the number of students and their geographic dispersion. A certain size is required to create the necessary “critical mass” for the great variety of student endeavors we aspire to have at Rice. In addition, our growth has not kept pace with both past and expected future growth of our city and our region, suggesting that we need to grow if we are to maintain Rice’s historical importance.

Could we achieve such aims while maintaining the quality and sense of a smaller educational community if we grow our undergraduate program by approximately 30 percent, to about 3,600 to 3,800 undergraduate students? This would leave us as the third smallest member of the Association of American Universities, and well below the size of most of our competitors. Indeed, it can be fairly said that in the context of research universities, such growth would move us from being “tiny” to just being small.

Our nonprofessional graduate programs also need to grow selectively if we are to sustain the excellence of our research endeavors across an array of fields. Many departments have indicated that without expansion of their graduate programs, they will not be able to achieve the level of distinction to which they aspire. Although this determination must be made on a school-by-school—indeed, department-by-department—basis, a rough indication is that we would need approximately 500 to 800 additional graduate students across natural sciences, engineering, humanities, and social sciences.

We would expect in this context to increase our total faculty, although by a lesser proportion than the increase in our student body. As discussed below, such growth must be strategic and selective.

Such an expansion must be undertaken with great care and over several

years of planning. We must assure that our students will have small classes and the complete access to professors—whether for teaching, research, or advice—that now characterizes the Rice experience. For our graduate students, we will need adequate laboratory and other research space. Furthermore, we cannot expand without the ability to house our students, especially if we seek to recruit more of our students from outside the region. This will require, at a minimum, the construction of two new colleges and, perhaps, the expansion of several existing colleges, some of which currently expel to off-campus housing a very substantial portion of their rising student populations. For students who do live off campus, should we consider creating housing opportunities closer to the campus that will enable even off-campus students to live close by and have a greater sense of community?

### *III. The Undergraduate Experience*

Rice has long been distinguished by the excellence of its undergraduate education. This has been defined by the high quality of faculty teaching, meaningful research opportunities for our students, the residential college experience, and the extracurricular opportunities—intellectual, cultural, social, athletic, and recreational—available to our students. We seek an undergraduate student body of the highest levels of promise, achievement, and ambition. We aspire to bring that population from all over the world to Houston for the very best education possible: one that takes place in the context of a research university and involves direct participation by faculty researcher-teachers in many facets of the undergraduate experience.

To what degree are we succeeding in achieving the high standards we have set, and what areas are capable of improvement? How can we best shape the undergraduate community through our admissions process? What are the best strategies for assuring a diverse community and an education affordable to all students regardless of their family means? From where should our student body be drawn?

I believe that we should aspire to a somewhat more national and international student body. We should remain a distinctively Texas-based university while increasing the percentage of students we attract from outside of Texas. The competition for the best students in Texas will only grow more intense in the years ahead. Continuing to enroll about the same number of students from Texas while growing the number of students from elsewhere would result in a student body that was approximately 40 percent in-state and 60 percent out-of-state. We also should seek an undergraduate student body that is more international, more than doubling the present 2 to 3 percent.

Rice should be committed to an approach to undergraduate education that is holistic in two senses. First, we educate the whole person, inside and outside the classroom. We seek to develop the broad base of knowledge and skills that will serve our students well throughout their lives. Second, we set standards for the education of all our undergraduates. While we must recognize the distinctiveness of education in architecture, engineering, and music, we must, at the same time, develop common standards for a liberal arts education. Do our curricular offerings meet the demands of today's society and provide adequate education not only in

the substance of knowledge but also with respect to such skills as oral and written communication and presentation? Do we communicate effectively to our students what leadership entails and train them for succeeding as leaders in the many different endeavors in which they will find themselves? We must make a renewed commitment to developing the skills that our students will need to succeed in the twenty-first century world.

Are we offering, and are our students taking advantage of, the kind of intense, transformative intellectual experiences that characterize the best undergraduate education? We should encourage a greater number of our students to undertake intensive research projects before they graduate, culminating in work that aims to make a contribution to human knowledge, the basic goal of a research university. Rice is perhaps in a unique position among research universities to provide real opportunities for participation in that research by undergraduate students. Our talented students and our engaged and accomplished faculty provide the ideal ingredients for such undergraduate achievement.

Is the quality of our teaching all it could be, and do we provide the necessary support and incentives for faculty to innovate within the classroom? Especially with the rapid development of technology, we must be sure that our faculty have opportunities to develop new and innovative pedagogical approaches.

Do we offer the type and range of international opportunities that are an essential part of higher education today? This requires not merely that we offer opportunities for education abroad but that the education and environment we provide on campus in Houston is truly international as well. Our opportunities for foreign study now consist of placements for one to two students at a time. We should seek to develop, in addition, deeper relationships with partner institutions in selected countries. As explained below, I believe we should focus initially on China and Latin America.

The residential colleges have, for almost a half a century, been an important part of the Rice experience. Are the residential colleges living up to their original aspirations? How might we enhance their roles with respect to the widest group of students? How can we improve the opportunities for intellectual growth within the college setting?

Are our campus facilities adequate for supporting the extracurricular opportunities our students desire and for creating a sense of intellectual and social excitement? It is clear that at least in one area, recreational and athletic facilities for all our students, we lag seriously behind our competitors. We must set as a top priority building a recreational center that can serve our community.

Are we taking full advantage of the opportunities that Houston has to offer our undergraduates? Do our students sufficiently benefit from experiences of civic engagement and public service while they are here? Are we doing all we can to provide the full range of outstanding opportunities to our students upon graduation, including graduate and professional study, fellowships, and employment in the private, governmental, and nonprofit sectors?

#### *IV. Graduate and Postdoctoral Education*

A central component of achieving our research ambitions is the quality of our graduate programs. We must recommit to graduate education, create the support structures and environment that effectively support graduate education and research, and assure that we are attracting the top students from around the nation and the world. Are we providing adequate stipends and benefits to our graduate students? The combination of our present level of stipends (especially in the humanities and social sciences) and benefits for our graduate students is, in many situations, simply not competitive. We must enhance graduate student stipends and benefits so that we are truly able to compete for the very best students across the full range of our graduate programs.

Graduate students are essential to our research mission and can greatly enhance our community of learning. How can we better integrate our graduate students into the life of the university and, in particular, build better bridges between our graduate and undergraduate populations? Our graduate students have been, for example, largely excluded from participating in the life of the residential colleges, even though such participation was envisioned as part of the original plan. We should explore ways to include graduate students more fully in our community, to better support them in achieving their ultimate aspirations, and to convey to them their value to our university.

In many of our programs, our graduate students seek careers in the academy, and we must improve the opportunities at Rice that will enable them to succeed in that endeavor. What, for example, should we do to provide our graduate students with more teaching opportunities? We cannot attract the best graduate students if they are not provided the experience here at Rice that will enable them to develop effective teaching skills. We must assure that these opportunities are provided in a manner consistent with the distinctive character of Rice's undergraduate education, namely that the vast majority of courses continue to be taught by faculty members.

In our undergraduate programs, we devote significant effort and resources to the effective recruitment of the students we seek. Are we doing all we need to do, not only within departments but also as part of a university-wide effort, to recruit the best graduate students to Rice? Have we sufficiently defined the unique advantages for graduate students of pursuing an education at Rice? Are there departments that do not presently have graduate programs, but should, and if so, what form should those programs take? Are there departments that have graduate programs but do not have the capacity to achieve excellence in those programs or to secure adequate opportunities for graduate students on the completion of their program?

Postdoctoral students—those between graduate school and their chosen career path, often in the academy—play a central role in the modern research university. Rice has comparatively few such individuals, yet researchers at the postdoctoral level can significantly enrich the experience of both graduate and undergraduate students. They bring diverse experiences and perspectives as well as new ways of approaching research challenges. Postdoctoral students are able to focus on research goals, and they provide daily supervision and consultation to graduate and undergraduate students with whom they work. In our limited

experience with postgraduate students, we have found they bring a dynamic element to both our teaching and research programs. Do we need to provide more opportunities for postgraduate fellows at Rice? What form might these opportunities take? If we enhance the postdoctoral population at Rice, what services will they require to ensure a positive career path from Rice? How can we be more effective in recruiting postdoctoral students to Rice?

Our graduate professional programs have brought increasing distinction to our university. What must be done to maintain and enhance their reputation? In what ways might our schools, especially the Jesse H. Jones Graduate School of Management, be more effectively integrated into both the teaching and research endeavors of the university at large?

## *V. Research and Scholarship*

It is not enough that our faculty be engaged—and engage our students—in research and scholarship. We expect them to be researchers and scholars of the highest distinction, working at the frontiers of knowledge and contributing in important ways to the advancement of those frontiers. Through our role in producing new knowledge, we expect to bring new understanding to policymakers, new possibilities for the enjoyment of human life, and new sources of commerce that will broadly benefit people here and around the globe. Our commitment is to contribute to our understanding of the human experience—from our physical world to our emotional life to human technology, culture, and history. Such a commitment requires adequate and competitive resources and facilities.

Rice has achieved distinction for its research across a wide range of fields, yet many of our departments have not achieved sufficient national preeminence and recognition. What must we do to enhance the research productivity and reputation of our faculty? Are we doing all we need to assure that the university's research contributions are widely known and that the research achievements of individual faculty are recognized both within and outside the university? In national rankings of our departments (other than music and architecture), only one is ranked in the top 10. Can we set a goal within the decade of having at least eight departments achieve such recognition?

Are we providing adequate support and incentives for research, and in particular the securing of research funding from outside the university? Do we provide sufficient support for the preparation of grant proposals? What efforts would enhance and smooth the postproposal administrative process? Is our support staff organized and trained as effectively as possible, and do we need to consider new structures and allocation of personnel? Are compliance issues understood and appreciated by faculty, staff, and others who must respond to federal and foundation demands for information? How can we coordinate these processes better?

Is the increasingly collaborative nature of research adequately supported by our processes and encouraged by our incentive structures? Do we fully recognize the distinctive support required for, and the nature of, research in various fields? What contributions do our interdisciplinary centers and institutes



make to furthering our research mission, and how can their relationship with our departments best be supported? Are we building the necessary relationships with other institutions, both here in Houston and around the world, to support the research ambitions of our faculty? How can we best build on the already important and, indeed, critical research relationships with institutions in the Texas Medical Center?

Outstanding research requires outstanding facilities. Is the quality and quantity of our current space adequate to achieve our high aspirations for participants in the full range of our research endeavors? Science and engineering in particular require expensive and up-to-date facilities, and there is a sense in a number of fields that our facilities are no longer competitive. How will the planned Collaborative Research Center impact our space needs? In the social sciences and humanities, we find we often lack simply the amount of space required to support research programs and, in particular, the graduate students who play a critical role. How can we anticipate and plan for shifts in the directions and requirements for research space? How can we develop more flexible space that can be modified easily for emerging needs?

Research and scholarship require access both to substantive information and to information technology and advanced means to disseminate, display, and process information. How, as a relatively new and small research university, can Rice distinguish itself in the information resources we provide not only to our own community but also to the larger research community beyond our campus? In a recent ranking of the libraries of research universities, ours was ranked lower than 100. How, in this digital age, should we think about the role of the library and its staff in supporting our intellectual community at the highest level?

Despite Rice's preeminence in computer sciences, our own technology infrastructure is woefully out-of-date. In the next two years alone, we will invest more than \$25 million in improving our network infrastructure and security. What other investments must we make in our information technology and resources?

## *VI. Our Community*

In constituting our campus community, we seek excellence, diversity, openness, and engagement. How can we best assure the attainment of those goals, and what are the obstacles we now encounter? In aspiring to a diverse community, do we provide the support and encouragement needed by all segments of our community? What must be done to attract the best talent from all segments of our society? What, if any, steps must we take to assure the broadest range of tolerance and openness to ideas and discussions?

This year we have put a great deal of emphasis on how central the city of Houston is to our future. How can we best engage the communities outside of Rice, in the city of Houston and beyond, and make our campus an important participant in their lives and the issues that concern them? Is there a way Rice can make distinctive contributions to some of the fundamental problems that Houston faces, including K-12 education, environmental quality, and the delivery of health care? In fulfilling our mission to educate our broader community, are there new

programs our School of Continuing Studies should offer that further our strategic aims?

How can we best build on the relationships we already have with institutions in our city, including, for example, other universities, the research institutions and hospitals of the Texas Medical Center, and the nearby museums in the city's cultural district? What other Houston institutions would serve as good strategic partners as we implement our plans?

Our alumni constitute an essential part of our diverse community. Are we doing all we can to engage them effectively with Rice and make them feel they have a stake in our future? What special opportunities are presented by the large number of our alumni who live in Houston? How can we best communicate with and learn from our alumni across the country and the world? Are we providing our alumni with opportunities for substantive engagement and learning that fulfill our role in life-long education?

## *VII. Setting Priorities and the Prerequisites for Achievement*

As indicated above, as a small university, we cannot do everything. Only by focusing our efforts will we be able to achieve the excellence and distinction we seek. We cannot realize our ambitious aims for the university without making hard choices. We must choose our priorities wisely and engage our community in conversation about those priorities. What criteria should inform us in making these decisions, and what processes shall we use? What decisions should be made at various institutional levels—university-wide, school, or department? How can we assure that we do not simply replicate what we have but, instead, build new endeavors that best address the needs of the future? What areas shall we choose to invest more in now? What areas of our current endeavor should we consider ending? And how, and from what sources, can we best realize the resources and support we will need to bring our plans to fruition?

Priorities will, to a large degree, be set within each of our schools, but to the extent common resources are needed, we must focus on those endeavors that hold the greatest promise for achievement. Six criteria seem most relevant in selecting academic departments or centers for strategic enhancement: 1) the possibility of making new and important contributions to knowledge, 2) the social importance of the subject matter, 3) student demand for courses and teaching in that area, 4) the possibility of achieving national preeminence in that area, 5) opportunities to leverage the endeavor both internally (with other departments and centers) and externally (with other institutions here in Houston), and 6) the availability of entrepreneurial and visionary leadership to guide the endeavor. (The order these are listed does not indicate the relative importance of the criteria, and the weight attached to the six criteria may differ across disciplines.)

Because individual departments are small, interdisciplinary endeavors that strategically combine strengths must be an important part of our plan. Much work remains to be done to identify the strongest contenders for investment but simply to foster discussion, I suggest here some possibilities. Should Rice form a center on the human mind and human reason that would span the departments of psychology, economics, political science, sociology, biochemistry, mathematics,



philosophy, religion, and, no doubt, others? Could we integrate such an endeavor with a significant new emphasis on computational and information sciences? Can we distinguish ourselves in the area of American culture by integrating North American and Latin American cultural studies, including ethnic studies? Can we bring together efforts in architecture, sociology, political science, the James A. Baker III Institute for Public Policy, and civil and environmental engineering to create a unique strength in urban studies, one that positions us to make continued contributions to the improvement of Houston and other cities around the world that face similar challenges? Should we commit to greater research strength in various areas relating to energy, given that we are located in the energy capital of the world? Can we build on our successful effort in nanotechnology to reach across even more disciplines and address additional problems of our world?

Given our location in Houston, we must make greater contributions toward education and research concerning Latin America. Although Rice has a number of distinguished faculty across a variety of disciplines focusing on Latin America, we have not yet established sufficient coherence and visibility in the area of Latin American studies. Are we organized in the best way to achieve a stronger contribution and reputation in this area? What special focus and relationships ought we build with regard to Mexico? What other areas of Latin America ought our efforts emphasize?

In addition to a major new focus on Latin America, we must refocus our endeavors toward Asia. Sixty percent of the world's population live in Asia, and six of the ten most populous countries are located there. Asia is home to some of the world's great cultures. China, with the world's largest population, is expected to pass the United States in aggregate GDP within about ten years. India is also a rising economic and cultural power, where the widespread use of English creates unique opportunities. Rice's current organization does not reflect the importance of this region of the world. Should we consider launching, once appropriate resources can be secured, a department of Asian studies, to complement our existing strengths in European literature and studies?

In the 1970s, Rice added important new schools, including the Shepherd School of Music and the Jones School. Are there new schools for which we should seek resources to develop? One possibility might be a School of the Arts, which would complement the endeavors already undertaken by the Shepherd School and the School of Architecture and enable us to build even stronger relationships with the cultural institutions of our city. We should not, however, use the general resources available to fund the launching of new schools, but rather undertake such endeavors only if dedicated resources for that purpose can be secured.

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These are, of course, not all the questions that confront us, but I believe they include most of the important ones. No doubt some of these questions and ideas will be the subject of controversy. That is as it should be. It is the nature of a great university to ask hard questions, not only about the rest of the world

but also about itself. We must be willing to discuss candidly the challenges and opportunities we confront, to make decisions, and to move Rice forward.

As noted at the beginning of this document, the world of higher education today is extraordinarily competitive and dynamic across every dimension. We cannot realize the ambition set by our founding president to be among the great research universities if we do not both preserve what is essential about Rice and change what we must to compete effectively. As we undertake the task of defining a plan, essential to its success will be the willingness of all members of our community, even those whose endeavors and preferences may not, for now, be among our priorities, to join with enthusiasm in this effort to advance our university.

I look forward to hearing from you, whether in conversations or in writing (the best means being through the website we have established for this purpose), not only about your thoughts on these questions but also on other questions that you think we need to address for Rice to continue its ascendancy as we prepare to celebrate our first century.

# A VISION FOR RICE UNIVERSITY'S SECOND CENTURY

## *Emerging From President David W. Leebron's Call to Conversation*

As a leading research university with a distinctive commitment to undergraduate education, Rice University aspires to pathbreaking research, unsurpassed teaching, and contributions to the betterment of our world. It seeks to fulfill this mission by cultivating a diverse community of learning and discovery that produces leaders across the spectrum of human endeavor.

The university must take the following steps in furtherance of this mission:

- We must visibly and substantially increase our commitment to our research mission and raise our research and scholarship profile. We must especially focus on departments and disciplines in strategically selected areas where we have an opportunity to achieve nationally and internationally recognized levels of distinction and achievement. Success in this endeavor will require significant investments in and improvements to our research support, physical facilities, and information technology infrastructure.
- We must provide a holistic undergraduate experience that equips our students with the knowledge, the skills, and the values to make a distinctive impact in the world. This requires that we reexamine the undergraduate curriculum, as well as focus on enhanced research opportunities, training in communication skills, and leadership development for our students.
- We must strengthen our graduate and postdoctoral programs to attract and recruit high-caliber students and young researchers. Greater attention must be paid to providing competitive financial support, appropriate teaching opportunities, and attractive campus amenities that will contribute to a stronger sense of community among our graduate students and postdoctoral fellows. Our doctoral programs are central to our ambition as a research university, and we must achieve greater recognition of the quality of our doctoral students and the success they attain.
- We must aggressively foster collaborative relationships with other institutions to leverage our resources. This is particularly important in light of our comparatively small size. Our geographic location offers excellent opportunities, and we are especially well situated to develop substantial strategic research and teaching relationships with the other members of the Texas Medical Center. We also can expand our teaching and research achievement in the arts in part through effective partnerships with the cultural institutions of the museum district.
- We must invest in a select number of interdisciplinary endeavors that will enable us to leverage our own strengths as well as the strengths of potential collaborators. These interdisciplinary endeavors should include some efforts to

which we have already made substantial commitments and new areas that will emerge as we develop our strategic priorities and research vision for the future.

- We must continue to invest in our professional schools in architecture, management, and music, as well as the James A. Baker III Institute for Public Policy and seek ways to integrate their success into the broader university. We must also seize opportunities for bold new endeavors when they arise, but we should not fund new schools out of the general resources of the university.

- We must increase the size of the university to realize more fully our ambition as an institution of national and international distinction that attracts the very best students and researchers from around the globe. Growth will enable us to develop a more dynamic and diverse campus environment, increase our faculty in strategic areas, improve our services, enhance the employment opportunities for our students, more effectively use our infrastructure, and build a more vibrant national and international alumni base. Growth in undergraduate enrollment must be carefully planned and occur in ways that preserve the distinctive features of our culture and campus, provide an undergraduate educational experience characterized by meaningful direct interactions with faculty and residential life in the colleges, and maintain and enhance the extraordinary quality and diversity of our student body. Our undergraduate student body should become more national and international, reflecting our status as a premier research university. In light of these considerations, Rice's undergraduate enrollment will be increased to approximately 3,800 students within the next decade.

- We must become an international university, with a more significant orientation toward Asia and Latin America than now characterizes our commitments. The great universities of the 21st century will inevitably be global universities, and although we are comparatively small, that ought not be seen as an obstacle to our global reach. We should begin by increasing the number of international students in our undergraduate student body; develop research, student exchange, and other relationships with distinguished universities and policy institutes around the world; and foster the international learning (both here at Rice and around the world) of our faculty, students, and staff.

- We must provide the spaces and facilities that will cultivate greater dynamism and vibrancy on the campus and foster our sense of community. To achieve this, we must provide more attractive campuswide amenities, including a new recreational facility, a reconfiguration of the Rice Memorial Center to house a more substantial dining facility, and enhancement of outdoor spaces with a special focus on the Central Quadrangle. We should make a greater commitment to incorporate art into the campus landscape and interior public spaces.

- We must fully engage with the city of Houston—learning from it and contributing to it—as a successful partnership with our home city is an essential part of our future. We should do so by continuing to integrate Houston into the educational experience of our students, by emphasizing selective areas of research especially important to the city (notably energy and urban studies), by making tan-

gible contributions to improve our city (particularly K–12 education and environmental quality), and by continuing to provide innovative educational and cultural resources to the broader Houston population.

The Rice University Board of Trustees unanimously endorsed the tenets of this vision at its December 2005 meeting. Additional information about Rice's Vision for the Second Century is available at <http://www.rice.edu/v2c>.

*“Rice is in a state of transition. It is in a transition from good to better. Facing extraordinary opportunity, the institution is about to become braver, stronger, sounder, more beautiful.”*

—Edgar Odell Lovett, at his final commencement  
as Rice University's first president in 1946

# ENDORSEMENT BY THE BOARD OF TRUSTEES OF THE VISION FOR RICE UNIVERSITY'S SECOND CENTURY

WILLIAM MARSH RICE UNIVERSITY  
Board of Trustees • December 15, 2005

Whereas the Board of Trustees has discussed the vision for Rice University emerging from the Call to Conversation process;

RESOLVED, that the Board of Trustees adopt the following resolution;

Whereas, the emerging vision for Rice University has been shaped by an informed and thorough process with wide participation from the extended Rice University community, including faculty, students, staff, alumni, and Houston community leaders; and

Whereas, the emerging vision reflects the broad consensus of this extended community and builds on Rice's history of aspiring to be a university of the highest grade.

RESOLVED ALSO, that the Board of Trustees endorses the vision as described in the following revised mission statement:

As a leading university with a distinctive commitment to undergraduate education, Rice University aspires to pathbreaking research, unsurpassed teaching, and contribution to the betterment of our world. It seeks to fulfill this mission by cultivating a diverse community of learning and discovery that produces leaders across the spectrum of human endeavor.

RESOLVED FURTHER, that the Board of Trustees endorses the goals to further this mission:

We must visibly and substantially increase our commitment to our research mission and raise our research and scholarship profile.

We must provide a holistic undergraduate experience that equips our students with the knowledge, the skills, and the values to make a distinctive impact in the world.

We must strengthen our graduate and postdoctoral programs to attract and recruit high-caliber students and young researchers.

We must aggressively foster collaborative relationships with other institutions to leverage our resources.



We must invest in a select number of interdisciplinary endeavors that will enable us to leverage our own strengths, as well as the strengths of potential collaborators.

We must continue to invest in our professional schools in architecture, management, and music, as well as the James A. Baker III Institute for Public Policy, and seek ways to integrate their success into the broader university.

We must grow the size of the university to realize more fully our ambition as an institution of national and international distinction that attracts the very best students and researchers from around the globe.

We must become an international university, with a more significant orientation toward Asia and Latin America than now characterizes our commitments.

We must provide the spaces and facilities that will cultivate greater dynamism and vibrancy on the campus and foster our sense of community.

We must fully engage with the city of Houston—learning from it and contributing to it—as a successful partnership with our home city is an essential part of our future.

# ENDORSEMENT BY THE BOARD OF TRUSTEES OF THE GROWTH IN UNDERGRADUATE ENROLLMENT

WILLIAM MARSH RICE UNIVERSITY  
Board of Trustees • December 15, 2005

Whereas the Board of Trustees has discussed the proposal to increase undergraduate enrollment by approximately 30 percent, from about 2,900 to about 3,800, over the next decade, and the implications of such growth for the future of the university;

RESOLVED, that the Board of Trustees adopt the following resolution:

Whereas, the Board of Trustees has discussed the importance of growing the size of the university to realize more fully Rice's ambition as an institution of national and international distinction, one that is able to attract the very best students and researchers from around the globe; and

Whereas, such growth must be carefully planned and occur in ways that preserve the distinctive features of our culture and campus, provide an undergraduate educational experience characterized by meaningful direct interactions with faculty and residential life in the colleges, and maintain and enhance the extraordinary quality and diversity of our student body.

RESOLVED ALSO, that the Board of Trustees approves the proposal to increase undergraduate enrollment by approximately 30 percent, from about 2,900 to about 3,800, over the next decade.

RESOLVED FURTHER, that the appropriate officers of the university be, and hereby are, authorized and directed, for and in the name of the university, to take such actions to effectuate the foregoing resolutions.

## *Background*

Such growth will enable us to develop a more dynamic and diverse campus environment, provide the benefits of a Rice education to a larger number of outstanding students, increase our faculty in strategic areas, improve our services, enhance employment opportunities for our students, expand our alumni networks and potential donor base, and more effectively use our infrastructure.

Increasing undergraduate enrollment to approximately 3,800 is financially viable and provides resources—human and financial—to expand Rice's academic reach.

The increase in net tuition revenue resulting from growth would allow Rice to borrow more to meet its capital needs and remain within a given rating category.

Growth projections assume that the entering class increases from approximately 725 freshmen (plus ~50 transfers) in fall 2006 to about 935 freshmen (plus ~50 transfers) beginning in fall 2009. Enrollment growth will be paced with additional housing with the goal of providing on-campus housing for about 80 percent of undergraduates.













